**DCC-Capstone Project Progress Report**

**Capstone Topic:** Managing Diversity among Multi-Ethnic Students with Varying Languages

**The goal(s) of the project and why this goal is important.**

The goals of the project are to

1. Highlight the existence of multiple languages within college classrooms in the United States and project the difficulties some students face because of language barriers and discrimination of students due to differences in culture and languages.
2. To discuss some personal experiences of difficulties faced in the past as a faculty member in a multi-ethnic classroom with the hope that someone may learn from my experiences.
3. To suggest practical ways to manage a multi-ethnic classroom with students of varying languages using published articles and personal experiences.

**A description of the diversity-related issue/challenge being addressed with a short literature review.**

The interplay between race and ethnicity, family income, and parental education can impact educational and labor market outcomes (U.S. Department of Education, 2016). In the United States, many students, particularly students of color, have been stripped of education due to cultural barriers, and this deprivation has manifested itself in communication. Without a stricter response to what may be deemed "inappropriate" from a student's responses in the classroom, students may still be hesitant to participate in class due to the accent or cultural appropriateness of their responses (Handjani, 2014) and the associated microaggressions, which are typically from the teacher. Consequently, it is essential to discuss how to manage the multiethnic diversity in college classrooms and the language barriers that may present difficulties for both students and instructors (Chung, 2018).

My audience in this project is educators. This is because, to a large extent, the success of a student depends on the learning environment created by the teacher. My approach will constitute using available literature on the subject together with personal experiences to discuss the subject of interest. The article from the project may be published in peer-reviewed journals and the impact will be used to assess the success of the project.

**References**

 Chung, E. (2018). *the Effect of Multicultural Education in Public Schools Within Different Socioeconomic Environments*. *December*.

Handjani, M. (2014). *Managing diversity to achieve ethnic inclusion in multi-ethnic secondary schools Manjula Handjani Unitec Institute of Technology*.

U.S. Department of Education. (2016). *Advancing diversity and inclusion in higher education*. 1–87. http://www2.ed.gov