

Multiculturalism and Multicultural Education: Multiculturalism Education in the Czech Environment

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This is an extremely serious and ambitious thesis with a broad thematic focus. It aims to map out the main aspects of multiculturalism and multicultural education and attempts to measure the extent to which these are practised in the Czech environment. In the theoretical background to the thesis the author considers basic terminology, the wider European situation with regard to multiculturalism, and the institutional structures involved in propagating ideas of multiculturalism in the Czech Republic. Her marshalling of a very wide range of information in this section is admirable.

In the „practical section“ the author has two main aims: to measure the current status of multicultural education in Czech schools and to provide multicultural materials suitable for use in the English classroom. She bases her analysis of the attitudes towards multiculturalism of secondary school teachers on already existing research into elementary school teachers' attitudes. The practical part is completed with a number of examples of classroom activities, the majority of which she used during her teaching practice in schools and was therefore able to evaluate.

Although the thesis has the natural limitations of an overview it can be argued that the approach is justified by the relative newness of this topic in a Czech context and the necessity of contextualising the subsequent research. Maybe some of the problems surrounding the notion of multiculturalism, e.g. in Britain it has become a highly controversial concept, could have been stressed. Some other questions that the author might consider in terms of developing future enquiries are: specific recommendations with regard to the need for a more explicit formulation in the Standard of Elementary Education (pp 45-6), the extent to which the existence of a kind of educational apartheid (over 50% of Roma children attending schools for children with special needs. p. 39) has a bearing on the non-fulfilment of the multicultural project in the Czech context and solutions to this problem, the extent to which bi-lingual competence can have a bearing on multiculturalism. And finally, more ideas about how the role of English as an international language might be able to play in successful multicultural education.

I consider this to be an outstanding thesis in terms of its scientific mode of enquiry, clarity of expression and pedagogical seriousness and therefore recommend it for acceptance with a mark of **vyborně (1)**.

