THE PERSPECTIVES OF THE ENGLISH
TEACHERS TOWARD MULTICULTURAL
EDUCATION PRACTICES IN ELT

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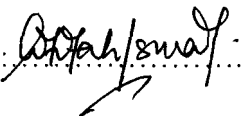
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KEDAH DARULAMAN

DEDICATION

In honour and memory of my mother,

Puan Hamisah binti Othman,

My first teacher.

From you,

I learned and continue to learn essential life lessons.

Most importantly,

Love of God , self , others and pursuit of knowledge,

I am blessed and thankful to be making

the dreams come true.

Thank you ,

Mama,

For my roots and wings.

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THE PERSPECTIVES OF THE ENGLISH TEACHERS TOWARD

MULTICULTURAL EDUCATION PRACTICES IN ELT

ABSTRACT

In Malaysia , federal and sate mandate that public schools , private schools and even higher institution accommodate the unique needs of the linguistically and culturally diverse students . Students require the academic and affective support from their teachers when they are included in the diversity of students' classroom.

Teachers' perspective toward multicultural education have been shown to be predictor of students' success. Teachers with positive perspective will accept their students and also able to modify their instructional strategies when teaching a diverse student population. The fundamental importance of teachers perspectives in predicting student success motivated the researcher to explore and to provide a better understanding of the teachers' perspectives and their practices in multicultural education which may influence the students' performance.

As the teachers' perspective toward multicultural education is seen as the core of improving the quality of teaching and learning in diversified classrooms , this study utilized a qualitative research design to explore the perspectives of the English teachers , their practices , the needs and effective methods that can bring the impact to the students. The researcher employed the interviews to collect data and perceive the merits and demerits of multicultural education.

The findings emerging from the data were analyzed to establish and arrived at a conclusion about the teachers' perspectives toward the multicultural education and recognized the needs and effective methods of teaching as different students bring different background to the same educational experiences. This study also added to the literature support regarding to multicultural learning and hopefully able to provide the foundation for the future studies in the realm of multicultural education.

PANDANGAN GURU-GURU BAHASA INGGERIS TERHADAP PENDIDIKAN MULTI BUDAYA DAN AMALAN DALAM PENGAJARAN DAN PEMBELAJARAN

ABSTRAK

Di Malaysia , sekolah - sekolah kerajaan dan swasta mahupun institusi pengajian tinggi mempunyai keunikannya yang terdiri daripada pelajar-pelajar berbilang bahasa dan budaya. Para pelajar memerlukan akademik dan sokongan afektif daripada guru-guru apabila mereka di tempatkan di dalam satu kelas yang terdiri dari populasi yang berbeza.

Pandangan guru-guru terhadap pendidikan multi budaya ini boleh menentukan kejayaan pelajar. Guru- guru yang mempunyai tanggapan yang positif akan menerima pelajar mereka dan menyesuaikan strategi instruksi mereka bila mengajar di kelas yang terdiri daripada pelbagai populasi. Tanggapan guru adalah tunggak yang penting bagi menentukan kejayaan pelajar dan ini memberi motivasi kepada penyelidik untuk meneroka dan memahami tanggapan guru serta amalan mereka terhadap pendidikan multi budaya yang boleh mempengaruhi pencapaian pelajar.

Pandangan guru terhadap pendidikan multi budaya ini dilihat sebagai satu usaha yang penting bagi penambahbaikan kualiti pengajaran dan pembelajaran di dalam kelas yang terdiri dari berbilang populasi . Kajian ini menggunakan kaedah kualitatif untuk meneroka dan memahami pandangan guru-guru bahasa Inggeris , amalan mereka , keperluan serta kaedah yang berkesan yang boleh membawa impak kepada pelajar. Penyelidik menjalankan sesi temu bual untuk mengumpul data dan melihat kepada merit dan bukan merit pendidikan multi budaya ini.

Dapatan yang terhasil daripada data yang diperoleh akan di analisa untuk menyimpulkan pandangan guru-guru Bahasa Inggeris terhadap pendidikan multi budaya ini serta mengenal pasti keperluan-keperluan dan strategi yang berkesan dalam mengajar pelajar-pelajar yang berasal dari latar belakang yang berbeza dan pengalaman pendidikan yang berbeza. Kajian ini akan dijadikan sebagai bahan sokongan terhadap pembelajaran multi budaya dan adalah menjadi harapan ia dapat dijadikan sebagai asas bagi kajian di masa akan datang dalam merealisasikan pendidikan multi budaya ini.

TABLE OF CONTENTS

CHAPTER 1   INTRODUCTION

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1   INTRODUCTION

This research explored the perspectives of the English teachers toward multicultural education and revealed the effective methods of teaching that might effect the students who begin their schooling in Malaysia with varying degrees of proficiency in the English language . In addition in being linguistically diverse these students have diverse cultural traditions and values that are different to that of the majority classrooms in Malaysian society. The population of student has consistently and significantly increased over the past decades , transforming the demographic of Malaysian Schools with limited English proficiency students to enroll in the primary and secondary schools throughout the nation on a daily basis . Their limited English language skills will affect their ability to participate and success in English classroom.

These children enrolled in schools and are required to learn the English language in order to success in academic where English is the compulsory subject in the official

examination in Malaysia included UPSR , PMR , SPM , STPM and even in higher education level , English is used as the medium of instruction.

Many schools in Malaysia are integrated of multi races students which is known as "Sekolah Rendah Kebangsaan","Sekolah Kebangsaan ",or "Sekolah Menengah Kebangsaan"(accept Sekolah Rendah Jenis Kebangsaan" and certain private secondary schools).The students are often placed in a classroom and compete among themselves and they do not receive any additional specialized language services or support , despite their limitations and difficulties in understanding curriculum content taught in English (Thomas & Collier 2002).

As a result of these rapidly changing demographics in schools population across the country , teachers are increasingly expected to instruct a classroom of students with variety of racial , cultural , ethnic , linguistic , economic background and diverse family types who have varying customs , traditions and histories (Hill , Carjuza , Aramburo & Baca , 1993).

At the same time , academic standards becoming more demanding in educational facilities across the country , the socio-cultural , economic and political contexts influencing education continue to become more complex (Neisler , 2000) . As a cornerstone of education reform , "No Child Left Behind Act of 2001" (at the national level) was signed in 2001 and the "One Malaysian Schools" or "Sekolah Wawasan" and "school – based assessment " which was recently proposed by the government demand for the increase in accountability from schools and teachers for the successful achievement of all students , including those are limited English Proficient ."Teachers and

teacher educators are faced with an urgent responsibility to transform curriculum ,
teaching and assessment practices to support the population of cultural and linguistic
students who arrive in school with a range of background , experiences and abilities
(Rosaen , 2003 , p.2).

1.1 STATEMENT OF PROBLEM

There are many schools in Malaysia consist of diversified population of students enrolled
in the classrooms which comprising three main races : Malays , Chinese and Indians. All
these three bring with them significantly different cultural beliefs , norms and practices.
In addition , Malaysia is now going towards 'One Malaysia' where the nation must be
prepared to make necessary adjustments to face the changing 'ethnic texture of its
citizen'(Banks 2001).Now it becomes one of the most critical challenges to be considered
in Malaysian Education today. These changes are also due to the increasing in accessing
to international communication , technology use and easier access to worldwide travel
(Neito 2000).

The teaching force continue to be homogeneous despite the student population
becoming more diverse. Teaching profession should reflect and take into account the
diversity population of students in their classroom. If diversity is to gain positive status in
schools today , it is the responsibility of the school leaders to recruit the educators with
specific training and experience in multicultural education and second language

acquisition . "Today's mono-cultural and monolingual teachers are being less competent in a culturally , racially and linguistically diverse classroom setting".(Olusegun , 2001 , p.2).The question is : are teachers aware and adequately prepared to teach students from these different culture? What is the greater concern is that many teachers are inadequately prepared to teach ethnically diverse students . This research attempted to present snapshots on teachers' perspective and revealed their practices .

The change of Malaysian from multi-racial to a united nation is the most significant and social challenges present in schools today. Due to coming of the Nation Schools need the teacher should be well prepared and meet the new demands and challenges . Preparation of programs , preparation pool of teachers who have skills , knowledge and attitudes are needed to teach the students from diverse background. The classroom teaching strategies and management techniques that have been used successfully in the past need to be adapted and modified . The difficulties that have been documented between teachers and students pertaining to conflicts of cultural beliefs , miscommunication , the used of ineffective strategies and behavior modification should be put into consideration (Nieto 1996).

The underachievement of students from diverse cultural and linguistic backgrounds continues to pose a challenge for educators today. It has been recommended that teacher education programs address the challenge of closing the gap between the achievement of students and the rest by providing all teachers with stronger preparation in teaching students of diverse background and by recruiting prospective teachers from diverse background (Freeman & Freeman , 2000 ; Sleeter ;2001).Teacher preparation

programs should also challenge teachers beliefs and attitudes that may developed as a result of the limited exposure to diverse cultures and their unique background traditions . "Substantive changes in attitudes , behavior and achievement occur only when the entire school environment changes to demonstrate a multicultural atmosphere"(Diaz – Rico & Weed , 2000 , p. 214).

1.3   RESEARCH OBJECTIVES

The purpose of this research was to explore and get a better understanding of the teachers' perspective and their practices in multicultural education. This study also was purposely to recognize the different needs and effective methods of teaching as different students bring different backgrounds to the same educational experience. This study adopted the qualitative research methodology to explore the insights.

1.4   RESEARCH QUESTIONS

The focus for this study were :

- How do English teachers describe multicultural education practices in ELT?.
- What are the English teachers' perceptions of multicultural education ?.
- How do the English teachers increase their practice of multicultural education in ELT?.

The following sub questions cluster around the main questions:

1. How do the teachers define multicultural education?

2. What is their opinion about multicultural education?

3. How do they practice multicultural education in ELT?

4. What is the most strategic approach in multicultural education which they think that really beneficial to the students?

5. Do they getting pressured in practicing multicultural education in ELT?

6. What are the solutions they are practicing for the academic problems of multicultural learning in ELT?

7. Which one do they mostly favor to teach , teaching in mono-cultural or multicultural classrooms?

8. What are the teachers' dilemmas in multicultural education mainly in ELT?

9. What is the amount of the school support provided by the school administrators in helping teachers teaching in multicultural classrooms?(Scale of 0% - 100%).(Clarify your statement).

10. What is your expectation for the future multicultural education could be in a renovation sense?

1.5   RESEARCH ASSUMPTIONS

It is assumed that the teachers' perspectives toward the multicultural education is the basic structure in engaging the students in the multi population of classrooms. They defines the strategy of instruction and the format of interaction throughout the learning activities. It is assumed that their perspectives will affect their strategies in assisting learning and their adaptation of teaching experiences to instruction and learning collaboration which are important to the students' learning outcomes and motivation of classroom's involvement. Their perspectives is also assumed able to bring the great impact to their capabilities , enthusiasm and modeling, motivation and acclimation to the learning culture . and discipline enforcement.

1.6   THEORETICAL FRAMEWORK

The sources of influence on thinking and behavior can be seen as existing at several levels, including *human nature, culture,* and *personality* (Hofstede & Hofstede, 2005). When people demonstrate differences or similarities, it is easy to confuse these levels because their influences combine, making them difficult to distinguish. The resulting uncertainty can lead to false assumptions and difficulties in interactions with others. This

Human nature comprises the assumed commonalities all humans share because they are members of the same species – Homo sapiens. People inherit these ways of thinking and behaving because they result from our genetic makeup and the constraints this places on how they respond to the world. These constraints come in the form of sensory capabilities and other physiological traits, as well as predispositions toward socialization, for example. Of course, the human genetic stream diverges and re-converges over time, so the concept of "species" itself is imperfect. But one can, in practice, see commonalities across the human species. *Culture* includes those ways of thinking and behaving that are taught by social groups, including family, friends, community, and work colleagues, developed through direct interaction but also through exposure to media (Hofstede & Hofstede, 2005). Among many other things, culture includes,

... how people express themselves (including shows of emotion), the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function... (Hall, 1981, pp. 16-17,Patrick Parrish & Jennifer A. Linder, 2010)

The cultural dimensions of learning framework (CDLF) (Table 1), adapted from the work of Hofstede and Hofstede (2005), Nisbett (2003), Levine (1997), Hall (1983), and Lewis (2006), is useful for understanding the spectrum of cultural differences that impact the teaching and learning enterprise. Where individuals fall along these dimensions impacts both how instructional providers approach their roles and how

students view their own roles and expected behaviors. The dimensions do not describe either/or conditions but spectrums along which both cultures and individuals vary. Accordingly, no end of the spectrum should be unrecognizable , regardless of cultural background. Because humans share a common nature, each person is capable of the entire range of thoughts and behaviors that can arise along each of the dimensions. Research shows that cultural differences can be usefully described along these dimensions but that within any culture individuals will differ in how strongly they display these tendencies.

In presenting their model of cultural dimensions, Hofstede and Hofstede (2005) discuss the difference between *values* and *practices* as layers of culture. In their terms, cultural *values* are acquired early in life and are the deepest and most enduring aspects of culture. Cultural *practices*, on the other hand, are the superficial rituals and norms that are more easily observed. While practices may be reflections of cultural values, they are more subject to change. The most superficial practices are not inevitable outcomes of values; they are often mere trappings that can change without challenging underlying values. In this framework, the eight cultural dimensions represent *values*. Consequently, the manifested learning behaviors described are more than superficial practices. Instead, they are direct reflections of values, and challenging them may conflict with those underlying values. More research specifically focused on cultural aspects of learning environments is required before this claim can be asserted with full confidence, although compelling research already exists for many of the aspects (e.g., Nisbett, 2003).

1.7 DEFINITION OF KEY TERMS

Culture - "Culture is a social system that represents an accumulation of beliefs , attitudes, habits , values and practices that serve as a filter through which a group of people view and respond to the world in which they live "(Shade , Kelly & Oberg , 1997 , p.18). Peregoy and Boyle (1993) defined culture as "the shared beliefs ,values and rule – governed patterns of behavior that define a group and require group membership "(p.8).According to Banks and Banks (1989) , "Culture is the ideations , symbols , behaviors , values and beliefs that are shared by a human group"p.357.

Cultural Awareness – Occurs when individuals develop sensitivity and understanding for other ethnic / cultural groups . This usually involves internal changes in terms of attitudes and values (Adam , 1995).

Multicultural education – not only educates children about the experiences and histories of students of color but also encourages students to recognize the social justices that racial and ethnics minorities faced (Simonson , 1995 ; Bigelow , 1999).Multicultural education empowers students to change the social in-qualities that exists within society and at the same time promote close intergroup relation among them (Sleeter & Grant , 1987).

is just as true in education and training as it is in other life situations. (Patrick Parrish &
Jennifer A. Linder,2010)

Hofstede and Hofstede (2005) present these levels as a pyramid, with human
nature as the base all people share, and personality as the peak, being unique to the
individual. Culture forms an expansive middle portion of the pyramid, reflecting its
multiple layers of group interactions (e.g., from national to local community). The authors
have chosen to represent these influences differently in Figure 1 to highlight an increased
complexity and to emphasize the nature of these constructs as mutually influencing
sources of thought and behavior.

Figure 1.6.1

Sources of thought and behavior and their interactions.
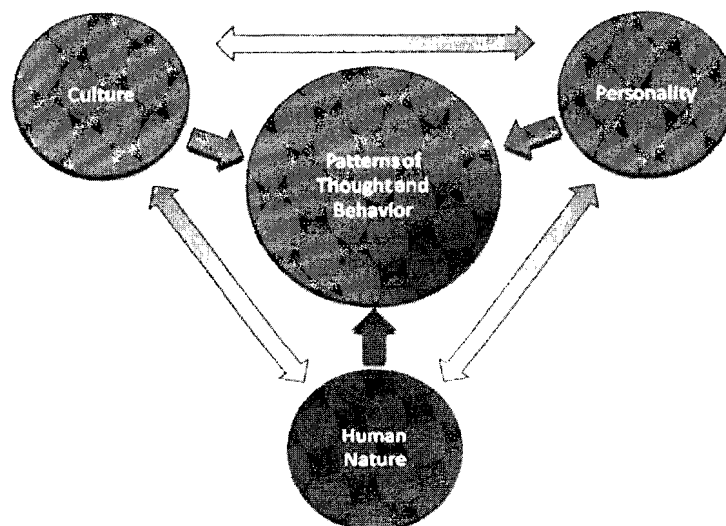
From : Hofstede and Hofstede (2005)

1.8   SIGNIFICANCE OF THE STUDY

It has become essential for schools to assist students who are linguistically and culturally diverse to attain the necessary knowledge , skills and attitudes so they can function effectively in the global society of the 21st century .Students population in the classrooms throughout Malaysia represent a variety of ethnic , racial and cultural group with diverse languages and dialects from different states. Therefore the understanding of other cultures is crucially important and it may helps to maintain the stability in society. Living in multicultural society requires a high level of understanding and respectfulness to those from other cultures. In this context one of the best way to inculcate this value is through education. Education is a vital device in Malaysia as the country needs a tool to integrate its multi-religious and multi – ethnic population. Banks (2001) noted that equity will only exist for all students when teachers modify their teaching ways that will facilitate the academic achievement of students from diverse racial and social group ".(p.27).

Nowadays, it is essential for teachers to incorporate elements that enhance the understanding of the multicultural nature of Malaysia society , underlying the National Education Philosophy which has provided a well established framework regulating the education system , which also provides a quality education for all.

"Education in Malaysia is an on-going efforts towards further developing the potential of individuals in a holistic and integrate manner , so as to produce individuals who are intellectually , spiritually , emotionally and physically balanced and harmonious , based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysians

*citizens who are knowledgeable and competent, who possess high moral standards , and who are responsible and capable of achieving high level of personel well – being as well as being able to contribute to the harmony and betterment of the family , the society and the nation at large. "(*National Education Philosophy , 1996).

1.9 CONCLUSION

Hence, with this awareness , multiculturalism along with the teaching strategies should be developed at various levels of education. Under the influence of globalization and the borderless world , the principle of togetherness , mutual respect and tolerance should be repackaged on a broader and general perspectives.

Hopefully the findings provided the insights into understanding of the teachers' perspectives regarding to multicultural education. The implications and significance of the study can be used as a basis for the most effective methods of teaching in inculcating the issues of multiculturalism, which is becoming an important agenda in Malaysia's educational system today.

CHAPTER II

REVIEW OF THE LITERATURE

2.1   INTRODUCTION

This research study was based on the assumption that in addition to the skills , training and multicultural competencies that are required to provide quality instruction for an increasing diversified population of students enrolled in the classrooms (Dilg,1990 ; Liston & Zeicher , 1996) teachers' perspective also show their attitudes which are equally as important for students achievement (Brisk , 1998), and play a critical role in the learning process (Diaz , Rico & Weed , 2002 ; Garcia , 1999 ; Krashen 1989). "Teachers' attitude towards students significantly shape the expectations they hold for students learning , their treatment of students and what students ultimately learn" (Villegas & Lucas 2002 ; p.24).

In order to meet the specific needs of the students , teachers have to understand the basic constructs of bilingualism and second language and the role of culture in learning that

benefits to all students , regardless of their linguistic and cultural backgrounds. Teachers have powerful influence on students' behaviors and academic achievement . Their attitudes expectations , behaviors and actions in the classroom affect the students' motivation to succeed both academically and socially . Teachers are critical to link in assisting the students with their adjustment to the culture of the classroom , as well as with social interactions with their peers. To be an effective teacher in a diverse of students in the classroom , teacher needs to be aware and sensitive to the differences in unique learning styles among student who are culturally , ethically and linguistically diverse.

2.2   WHAT IS MULTICULTURAL EDUCATION?

Banks and Banks (1995) define *multicultural education*:

"Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good." (p. xi)

"Multicultural education not only draws content, concepts, paradigms, and theories from specialized interdisciplinary fields such as ethnic studies and women

studies (and from history and the social and behavioral sciences), it also interrogates, challenges, and reinterprets content, concepts, and paradigms from the established disciplines. Multicultural education applies content from these fields and disciplines to pedagogy and curriculum development in educational settings. *Consequently, we may define multicultural education as a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies."* (p. xii)

The growing flatness that Friedman (2007) reports, cultural diversity remains apparent among learners, perhaps owing to deeply rooted cultural values and modes of thinking that are difficult to separate from learning processes (Nisbett, 2003). A growing appreciation of cultural diversity is demonstrated by more than its acknowledgement and tolerance, but also by a desire to *preserve* that diversity as a valuable asset for addressing the many challenges faced by the global community now and in the future. Additionally, one can recognize a strong desire to preserve diversity in response to the threat of loss of cultural identity in the face of globalization and because of the benefits of community cohesiveness through unique cultural expression (Mason, 2007,Patrick Parrish & Jennifer A. Linder, 2010).

The growing need for educational access leads students rightly to demand culturally adaptive learning experiences that allow full development of the individual (Visser, 2007). As noted by Pincas (2001), students entering into professional education in a multicultural context not aligned with their own culture can experience significant

conflict. This conflict arises not only in regards to incompatible teaching and learning styles, but also because the growing "professional self" struggles to maintain both a connection to the local culture in which the student eventually intends to work and a connection to the learning environment.

2.3 THE ROLES OF INSTRUCTIONAL PROVIDERS

Accordingly, instructional providers, including instructors and instructional designers, especially those working in on these environments and struggling to maintain sufficient presence and student engagement, should develop skills to deliver culturally sensitive and culturally adaptive instruction (Gunawardena & LaPointe, 2007). Although culture has begun to be addressed in the field of Instructional System Design (ISD), it is still too often overlooked or undervalued (Henderson, 1996; Rogers, Graham, & Mayes, 2007; Thomas, Mitchell, & Joseph, 2002; Young, 2007). If education and instructional design are inherently social processes (Schwier, Campbell, & Kenny, 2004), then instructional providers can no longer take a neutral position in developing their courses and materials. For instruction to do the most good for students, instructional providers must be cognizant of the cultures of their learners and how those cultures manifest themselves in learning preferences (Nisbett, 2003, Patrick Parrish & Jennifer A. Linder 2010).

2.4 CONCLUSION

Cultural sensitivity is not just one-way, however. Instructional providers should be acutely aware of their own culture because their world views cannot be separated from the training that they develop (Thomas, Mitchell, & Joseph, 2002). They should become cognizant of how their own cultural perspectives are represented in the design decisions they make. Furthermore, instructional providers should examine the assumptions they hold about how learners will and should respond, keeping an open mind for potentially unexpected responses. Moreover, they must balance the need to help students adapt to specific professional, academic, and mainstream cultures (which instructors, by proxy, represent) and the need to embrace the culture in which the student is embedded (Henderson, 1996, Patrick Parrish & Jennifer A. Linder ,2010).

CHAPTER III

METHODOLOGY

3.1   INTRODUCTION

This study explored the perspectives of the English teachers which contribute to the reasons why some teachers demonstrate more favorable attitudes than others toward the students in their classroom. The researcher's motivation to conduct this study was due to her experiences and observations in the schools' administration , whose dichotomy of attitudes towards the students from being enthusiastic and flexible to being negative and hostile , thereby affecting their teaching behavior as well as their students' achievement and self – esteem.

3.2   RESEARCH DESIGN

The purpose of the study is to explore and get a better understanding of the English teachers' perspectives and their practices in multicultural education. This study also

was purposely to recognize the different needs and effective methods of teaching as different students bring different backgrounds to the same educational experience.

It is assumed that the teachers' perspectives determine their behaviors or attitudes in teaching . A review of literature supports the view that teachers with positive attitudes are more prone to have appropriately and constructively in teaching situations with students of diverse cultures and diverse languages. This assumption is supported by Larke (1990) who wrote that high correlation exists among educators' attitudes , beliefs and behavior towards students of other cultures and minority students' academic performance. The results of this study will be used to assess the needs of teaching and hopefully further improve "teacher training" in the area of instructing culturally and linguistically diverse students.

The questions that were posed in this research can be refer to the research questions mentioned before. The researcher utilized a qualitative study by interviewing the English teachers. A qualitative interview is an interaction between the researcher and the interviewees through conversation , which is a basic mode of human interaction. When people talk to each other , they get interact , get to know each other , and understand each other's feeling , experiences and expectations and the world they live in (Kvale , 1996). Through interviews , the researcher can enter into other people's perspectives and understand how people make sense of their world and experiences (Restine ,

1999). Interviewing is a metaphor of hearing data and sharing experiences. Through it , the researcher can extend her intellectual and emotional reach across time , class ,race , gender , and geographical divisions (Rubin & Rubin , 1995). The words of the interviewees can give the picture of life changing experiences similar to real world events and demonstrate how the interviewees make sense of their teaching experiences toward multicultural education especially in teaching English.

Interviews constituted as the main part of collecting data in this research. The interviews was conducted as a semi-structured design , the interviewer asked predefined questions but also tried to leave more freedom for the interviewees to talk. The life experience and insights of the interviewees were released through the interview , and the interviewer tried to gain access to the world of the subject and his/her perspectives (Rubin & Rubin 1995;Kvale 1996). In this case , the participants had varied experiences and perspectives which determined their teaching strategies .

Another type of interview was telephone interview(Liu,1996).Telephone interviewing used telephone communication to conduct interviews. Besides, there were also chatting in the face book, twitter and e-mailing. These could saved time and cost , and ensured convenient and flexibly – timed appointments and avoided from being pressured for the interviewees.

3.3 RATIONALE FOR THE RESEARCH DESIGN

Most qualitative researches reflect some sort of phenomenological perspective (Glesne , 1990).They are conducive to describing or answering questions about particular events or contexts and the perspectives of the participant group toward events , beliefs , or practices.' It is useful for explorations and understandings of the group or phenomenon and these understandings often result in new findings or insights (Gay & Airsian , 1996)'.

Qualitative research emphasizes the interaction of human participants . It is a more humanistic approach to deal with data and its outcomes and more correctly reflect the human construct , perspectives and attitudes. Qualitative researchers argued that meaning is situated in a particular perspective or context , and , since different people and groups often have different perspectives and contexts , there are many different meanings in the world , none of which is necessarily more valid or true than the other (Gay & Airsian, 1996,p.9)'

Morgan highly praises the use of the qualitative methodologies : "…Research and evaluation studies which have adopted qualitative generate rich descriptions of learning in specific contexts"(Morgan , 1984 , p. 265).The researcher in this study wanted to probe into the teachers' perspectives toward multicultural education to gain more humanistic insights. The researcher also hoped this research can tap into understanding of human perceptions and behaviors in multicultural education.

This research was an exploratory study on teachers' perspectives and their behaviors toward multicultural education in an educational setting. The approach used was an interview as the attempt to explore the meaning of the event and the process through the understanding and naturalistic observation.

3.4 INTERVIEWEE SELECTION.

The participants in this study were the English teachers who had many years of experiences in teaching English .They had the experiences of teaching in a diversified student population with different backgrounds and perspectives , which helped to enrich the data resources of this study. There were ten teachers who were consist of different ethnics , cultures and background and had many years of experiences in teaching English in a diversified student population. The interviewees were chosen from the "focused group" (Morgan , 1997,p.7) or "targeted population," that is , "the interviewees should represent the range of points of view"(Rubin & Rubin , 1995 ,p.66). This qualitative research , stressed in-depth exploring a small number of respondents , used purposive sampling as oppose to random sampling and emphasized on quality rather than quantity , whereas the objective was not to maximize numbers but to become "saturated" with information on the topic (Padgett, 1998,p.2).The criteria used to select included

Manageability, accessibility (prospective respondents), and the willingness of respondents to speak freely with the interviewer.

Table 3.4

List of Interviewees

TEACHER	RACE	YEARS OF TEACHING EXPERIENCE IN ELT	YEARS OF EXPERIENCES AS ENGLISH TEACHER IN DIVERSIFIED CLASSROOM	TYPES OF SCHOOL (PRIMARY/ SECONDARY)
TEACHER A	Indian	22	-	Primary
TEACHER B	Malay	20	-	Primary
TEACHER C	Malay	15	-	Primary
TEACHER D	Chinese	7	2	Primary
TEACHER E	Malay	15	5	Primary
TEACHER F	Chinese	20	-	Secondary
TEACHER G	Malay	18	-	Secondary
TEACHER H	Malay	15	-	Secondary
TEACHER I	Indian	15	3	Secondary
TEACHER J	Malay	10	2	Secondary

This qualitative research , stressed in-depth exploring a small number of respondents , used purposive sampling as oppose to random sampling and emphasized on quality rather than quantity , whereas the objective was not to maximize numbers but to become "saturated" with information on the topic (Padgett, 1998: p.2).The criteria used to select included manageability , accessibility (prospective respondents), and the willingness of respondents to speak freely with the interviewer.

3.5   VALIDITY ISSUES

Validity is of primary importance in a research (Glesne , 1999; Meriam,1998).Internal validity refers to the fact that the research findings are congruent with reality , and reflect what is intended to measure (Meriam , 1998). Meriam argues that " one of the assumptions underlying qualitative research is that reality is holistic , multidimensional , and ever – changing ; it is not a single , fixed , objective phenomenon waiting to be discovered ,observed , and measured as in quantitative research"(Meriam,1998: p.202). Qualitative researchers must try to protect the research integrity , use words , or pictures faithfully , and interpret what really happened objectively to the readers to overcome bias. To ensure the internal validity the following techniques were assumed :

3.5.1   Triangulation

Denzin (1978) recommended incorporating the techniques of using multiple sources , multiple investigators, multiple theoretical perspectives and multiple methodologies to carry out triangulation. Exclusively relying on one method may bias or distort the research picture of the holistic view of reality being researched. The more method contrast with each other , the greater the researcher's confidence about the findings (Lin , 1976).The use of multiple data-collection methods could ensure the trustworthiness of the data. This practice of relying on multiple methods is called triangulation(Cohen &

Manion, 1994).The purpose for methods triangulation is "not the simple combination of different kinds of data , but the attempt to relate them so as to counteract the threats to validity identified in each"(Berg , 1995 , p.5).

On the other hand , Mathison(1998) asserted that the purpose of triangulation is to uncover the complexity and divergence of reality . It could result in an inconsistent , and contradictory finding that could help the researcher to see the complexity of the gleaned data from various research resources , make sense of the reality , and draw correct propositions , or construct plausible explanations about the phenomenon being studied (Mathison , 1988). The researcher employed multiple methods such as semi-structured interview, telephone interview, chatting in face book or twitter and by e-mailing as triangulation strategy to ensure validity of the study.

Figure 3.5

Triangulation by methods
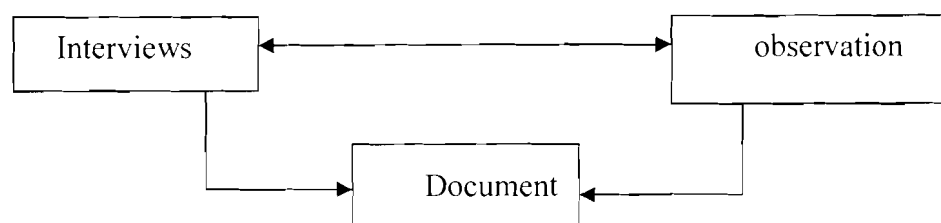
(Cohen & Manion, 1994).

3.5.2   Multiple Session Interviews

Keeping interviewing at changed sessions can reduce the threat to the accuracy of the

participants' testimonies ,allows interviewees enough time to think more deeply about

their own feelings, reactions , and beliefs , and helps develop rapport between the

researcher and interviewees so as to increase validity of the interviews (Glesne , 1999).

3.5.3.   Peer Viewing and Debriefing

The researcher invited her colleague who were also doing the qualitative research or

ever did the qualitative research to review and verify the data and interpretation of the

notes to ensure a realistic record of the data in the process of treatment of data materials.

(Glesne , 1999).

3.5.4   Member Checking

Taking data and the tentative interpretation back to the informants by telephoning the

respondents to check up if the facts and data collected are objective and representing them

or their ideas accurately (Glesne, 1999).Crosschecking will help the researcher maintain

reflexivity by encouraging self-awareness and self-sought.

3.6   DATA COLLECTION

The primary data collection method was in-depth , semi-structured interviews by using the interview guide which prepared by the researcher. Key informants provided the supplementary data.

The use of the interview guide indicated that there was some structure to interviews, even though they were treated as conversations during which the interviewer drew out the details information and comments from the respondents."One way to provide more structure than in the completely unstructured , informal conversational interview , while maintaining a relatively high degree of flexibility , is to use the interview guide strategy"(Patton as cited in Rubin & Babbie , 2001,p.407). More structure eased the researcher's task of organizing and analyzing interview data. It also helped readers of the research report judge the quality of the interviewing methods and instruments used.

3.7   DATA ANALYSIS

The analysis of interview transcripts and field notes were based on an inductive approach geared to identify patterns in the data by means of thematic codes. "Inductive analysis means that the patterns, themes ,and categories of analysis come from the data ; they emerge out of the data rather than being impose on them prior to data collection and analysis"(Patton,1980,p.306)

Data were analyzed using the constant comparative method (Glaser & Strauss , 1967 ; Strauss & Corbin , 1990) whereby line , sentence, and paragraph segments of the transcribed interviews and field notes were reviewed to decide what codes fit the concepts suggested by the data. The interview data gave more weight in analysis the study . Each code was constantly compared to all other codes to identify similarities , differences, and general patterns. The result contained a detail description of the coding process.

In sum , data were reduced and analyzed by means of thematic codes and concepts in a three-level process. Themes gradually emerge as the result of the combined process of becoming intimate with data , making logical associations with the interview questions , and considering what was learned during the initial review of literature. At overarching themes rooted in the concrete evidence provided by the data. These emerging themes together with a substantive – formal theory" development-focused collaboration" became the major findings in the study. Findings discussed were according two main themes : The teachers' perceptions of multicultural education in ELT and their practices in the diversified population classroom.

3.8   CONCLUSION

The purpose of this study was to explore and get a better understanding of the English teachers' perspectives and their practices in multicultural education This chapter exposed the methods used in this study. Interview session was the main instrument in gathering

the information. The approach was used as the attempt to explore the meaning of the event and the process through the understanding and naturalistic observation. They answered the questions asked by looking at their experiences went through in teaching English and some of them had been teaching in multicultural schools for few years.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter illustrates the results which were obtained from the interview sessions. The data were analyzed using the constant comparative method by indentified what codes fit with the concepts and compared them to all other codes to identify similarities , differences, and general patterns. The result , then were combined and became an intimate with data ,had the logical associations with the interview questions , and considered with what was learned during the initial review of literature.

4.2 FINDINGS OF INTERVIEW SESSIONS

The main questions were focused upon teachers' perceptions of multi-cultural education in ELT. The first questions was conducted to look upon their understanding of multicultural education.

4.2.1   Research Question 1 : How do you define multicultural education?

The interviews revealed that the interviewees were really understood on what multicultural education meant which can be coded as multi races, multi religion ,multi cultural, and multi of beliefs. This broad understanding of teachers' was reiterated in the interview data:

Teacher A:

...............it is to welcome ,understand and affirm all students ...who come from multi races, beliefs, religions and cultures and... to treat them equally besides infuse the civic and the community morale values into the pedagogy and curriculum in educational setting...

4.2.2   Research Question 2 : What is your opinion /beliefs about teaching English in multicultural classrooms?

Overall , teachers were very supportive in giving their views on multicultural education in ELT. They tended to agree that one Malaysian Schools' aspiration is good but there are many considerations should be taken into account in structuring and implementing them. This is due to one who is teaching in a secondary school illustrated:

Teacher B

...Some students may have limited exposure they experienced during their whole life especially in primary school level. A number of students may come from mono ethic and mono religious school. Thus they do not have the opportunity to interact with students of other ethnic groups and this has deprived them to learn about other cultures, believes and lifestyles of different ethnics. On the other hand, the rest of population in the secondary schools may come from multiethnic and multi religious schools. Students from these backgrounds have the opportunity to socialize with one another on a daily basis. Hence, they have the advantage of learning and understanding more about cultures, beliefs and lifestyle of different ethnics...

Teacher C :

...it is good to implement the " One Malaysian Schools". This is because the broad of multicultural classrooms will provide and enhance understanding, build relationships and self- concepts improve multicultural climates in the schools and will also encourage multicultural awareness . Multicultural education allow students to see different point of view, gives all students validation in the classroom, and decreases the amount of prejudice and misunderstanding that occurs between races...

However, the two Chinese teachers who were interviewed did not agree if the vernacular schools will be absolutely abolished. One teacher spoke of the difficulty of enhancing the multi-cultural education in ELT:

Teacher G:

.....it is difficult to cope with every single students who are mixed together in a multicultural classroom because different students they have different needs and different level of acceptance. Some parents may prefer to send their children to vernaculars school because these school mostly used their own mother tongue in teaching and learning and...this is the easiest way to deliver and make them understand...

4.2.3   Research Question 3 : How do you practice multi cultural education in ELT?

Interestingly , when asking what were their practices in the diversified population classroom, they talked a wide range of tasks and roles. One teacher promoted cooperative learning. She quoted

Teacher G :

...one of the best way is cooperative learning .Cooperative learning creates a sort of give – and-take between students and puts students in both a teacher role and a student role. I believe it is the best way to internalize new knowledge and learn how to make knowledge applicable is through cooperative learning and teaching the concept of own self. The cooperative learning in a culturally diverse classroom has the

added benefit of teaching students about other cultures , behavior , beliefs and so on....this is desirable because each student has something new to offer a classroom environment. It also fosters tolerance and acceptance in the community , which can only improve everybody's life..

Teacher A:

....the diversity of students in today's classrooms needs more efforts to welcome , understand and affirm all students ...and to treat them equally .Teachers should approach them by addressing the effective literacy instruction builds upon the cultural and linguistic backgrounds , ways of making meaning , and their prior knowledge that they bring into the classroom ...

Teacher F:

...teachers also must be responsive and sensitive to the variety of cultures, which some may not have experience the high levels of academic success because of their literacy need were often unaddressed..students mirror the teachers' expectation...which may influence their achievement..

Teacher I:

...I teach at a very diverse school where many different cultures are represented. I feel it is important to celebrate the many cultures represented which is why for the students research report and project they were allowed to research something related to their culture that interests them. The students then needed to present their research findings and some students dressed up in authentic costumes and performed a particular dance that was part of their culture. This was very interesting for all of the class to

see because not only were they learning about the cultures of their peers but also they were getting to learn more about themselves and each other through this project...

Some teachers revealed ambiguity and uncertainty in their perceptions. This can be seen from the views given:

Teacher E:

... the students are exposed to knowledge of multiculturalism in schools through their program or even through their daily interactions with their surroundings ... unfortunately, this knowledge has not been internalized and not translated into actions effectively. This could be due to the exam oriented education system in the country where students only memorize and concern more on their notes just for examination purposes only. The other reason could be due to the teaching methodology and teaching approach applied by educators. Some teachings and programs do not reflect the needs of knowledge on multiculturalism. They assume that students learn it form reading or daily interactions. However, students may not get sufficient information on how to sustain good relationship between races... One way communication in teaching and learning may also become one of the factors . Information that is not been further elaboration by teachers on how these knowledge could be applied or translated in their daily lives would lead to inert react towards the awareness on the importance on healthy relationship among races and education about multiculturalism...

4.2.4   Research Question 5 : Do you getting pressured in practicing multicultural education?

4.2.5   Research Question 8 : Do you have something to say about teachers' dilemmas in multicultural education?

These questions were thrown to identify the problems arouse in multicultural education implemented in ELT. Besides Question 5, Question 8 was added in order to reveal and get more details on the problems and dig out what were the barriers which might exist in practicing multicultural education in ELT. Three out of ten interviewees (teacher A,I and J) gave almost the same statement pertaining to the difficulties in enhancing the multicultural education that is because of languages and disciplinary matters.

Teacher E:

.....students prefer to speak with their mother tongue among themselves and feel difficult to understand if the teacher speaks in English Language.

Teacher F :

....nowadays, teachers do a lot of works such as reports , projects and assess students which had the implications for the daily work in schools. Teachers lack of time to plan and give more attention in teaching..

4.2.6   Research Question 6: What solutions do you suggest for the academic problem of multicultural learning?

The solutions given by the interviewees were : use translation ,use bilingual, use mother tongue, give the effective instructions, be responsive and sensitivity. They stated ..

Teacher I:

Translation is important and the teacher should translate for them.....

Teacher D:

...The use of the first language(Bahasa Melayu) is the common practice among all English teachers in schools. It may be used to a maximum 70% in the weak class and 30 % in the better class. I think..it is impossible to see 100% use of English in all the classes.

4.2.7 Research Question 7: If you are free to choose , which one you prefer , teaching in mono-cultural or multicultural school?

Nine out of ten would prefer to teach in mono-cultural schools and only one who was willingly prefer to teach in multicultural schools. When they were asked why? Many gave rather a negative picture pertaining to the language problems , work loads, the increase of working time and disciplinary matters.

Teacher I :

....nowadays, teachers do a lot of works such as reports , projects and assess students which had the implications for the daily work in schools. Teachers lack of time to plan and give more attention in teaching..

The multicultural education in their sense of professionalism were marked as ambiguity and challenge. They claimed that the multicultural education led to increase the difficulties. The following quotation is one of the evidence of what has been said :

Teacher J :

...I think the multicultural education in ELT is only a rhetoric, teachers lack of time. No matters what the students are..we treat them the same..what is important is they gain the good marks!..

Teacher H:

...teachings are more focus on students achievements. It is impossible to accommodate the needs of each student and their pace of learning. Teacher's role is more and more bureaucratic and demanding..teachers have to write many reports..

Teacher C :

...What teachers mostly do is teaching to the test. This is because of examination result is used as the performance indicator which will be compared, charted, published in league tables and distributed to all schools in the district. Those schools which were labeled as low performance will become the attention for continuous visits and consultations from educational authorities. Therefore, essentially seen English language examination results become the main target which will determine the over-all percentage.We were

pressured and that education become "learning for the examination and not learning for gaining knowledge and to be intelligent"...

Teacher F :

....I think it is a waste of time and effort to teach and emphasis on multicultural education in the classroom. Furthermore English itself is something difficult to learn..There are many other opportunities to infuse the multicultural education rather than in teaching English..

4.2.8   Research Question 9 : What is the amount of the school support provided by the school administrators in helping teachers teaching in multicultural classrooms?

Despite the above answers , almost of them gave the scale of 80 %-100 % for the schools supports .The teachers also claimed that , in general they engage in the multicultural education indirectly through the syllabus and topics presented in the textbook. The schools also ask the teachers to work with one another and involving the students in designing and implementing the school projects or programs which relates to multicultural education such in celebrating National Independence Day. performances during the Speech Day and others. All the programs were planned to give the opportunities to the students to know each other , work together and respect each other

and automatically it will infuse the sense of public spiritedness, patriotism , citizenship ,

caring and sharing without prejudice.

4.3   CONCLUSION

Many teachers highlighted the tensions and contradictions. The over – riding concern was

on examination .Finishing the syllabus as soon as possible is the main focus. They almost

neglect the multicultural education and the do not accommodate to the students' cultural

needs. The trend is all students are the same , will be treat with the same without thinking

that they are teaching students which filled with culturally, racially, linguistically, and

socio-economically diverse students. Educational misidentifications or misperceptions of

students' academic abilities may increase when teachers are less culturally aware . Teacher

expectations may decrease students' future achievement and be influential in their educational

and career aspirations.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATION

5.1   INTRODUCTION

The purpose of the study is to explore and get a better understanding of the English teachers' perspectives and their practices in multicultural education. This study also purposely to recognize the different needs and effective methods of teaching as different students bring different backgrounds to the same educational experience. In this section, a summary of evidence is presented followed by a discussion of the findings. Implications for future research and practice as well as limitations are presented. This research utilized the approaches of interviews as the main of data source. These interviews were conducted in various ways such as by telephoning, e-mailing, or chatting through face book and twitter. These were done to save time and cost , and ensured convenient and flexibly – timed appointments and avoided from being pressured for the interviewees.

5.2 DISCUSSION

All the interviews were based on open-ended responses which focused on:

- How do English teachers describe multicultural education practices in ELT?.

- What are the English teachers' perceptions of multicultural education ?

- How do the English teachers increase their practice of multicultural education in ELT?.

The sub questions cluster around the main questions were:

a. How do the teachers define multicultural education?

b. What is their opinion/beliefs about multicultural education?

c. How do they practice multicultural education in ELT?

d. What is the most strategic approach in multicultural education which they think that really beneficial to the students?

e. Do they getting pressured in practicing multicultural education in ELT?

f. What are the solutions they are practicing for the academic problems of multicultural learning in ELT?

g. Which one do they mostly favor to teach , teaching in mono-cultural or multicultural classrooms?

h. What are the teachers' dilemmas in multicultural education mainly in ELT?

i. What is the amount of the school support provided by the school administrators in helping teachers teaching in multicultural classrooms?(Scale of 0% - 100

j. What is your expectation for the future multicultural education could be in a renovation

sense?

With the development of the study, there were five categories and 36 initial codes

emerged from the data which can be summarized as below:

Table 5.2

Initial Categories and Codes

Categories	Codes
1.Definition of multicultural education	Understanding
	Know each other
	Multi types of students
	Multi races
	Multi cultural
	Multi religions
	Multi of beliefs
	Multi of social class
	Multi level of performance
	Give equal education opportunities.
	Create civic and morale values
2.The beliefs about teaching English in multicultural classrooms	Good
	Challenging.
	Many problems
	Difficult to implement
	Students tend to mix only their own colleague (the natural habit)
3.The strategic approaches	Mix them together
	Heterogeneous group
	Cooperative learning
	Treats them equally
	Build relationship and understanding
4.Problems	Disciplinary problem
	Language problem
	More on exam oriented
	Focus on attainment

	Knowledge are not translated into actions.
	Lack of time to plan and do
	A lot of bureaucratic demanding
5.Solutions	Use bilingual
	Use mother tongue
	Use translation
	Networking
	Addressing the effective literacy instructions
	Teacher must be more responsive and sensitivity

The above table shows 36 initial codes extracted from the interviews. A code constituted a meaningful topic of discussion related to multicultural education in ELT. For example , many teachers mentioned that mix them together, heterogeneous group ,cooperative learning and treats them equally are the best way to use. For these reasons, the researcher concluded that the interviewees saturated the codes that were necessary to understand the phenomenon of multicultural education practices in ELT.

A review of literature supports the view that teachers with positive attitudes are more prone to have appropriately and constructively in teaching situations with students of diverse cultures and diverse languages. This assumption is supported by (Garrett Robinson, 1989) "In order to best assist students, it is crucial for all teachers to recognize, understand, and be knowledgeable of their students' cultural backgrounds and of the influence of cultural and ethnic issues within the educational process (Capella-Santana, 2003).

5.2.1. Definition of Multicultural Education

In this study , many teachers described the multicultural education as multi types of students with multi religions, multi races, multi ethnics, multi of social-class and multi cultural groups and with multi beliefs which consist of multi level of performance, multi understanding and with multi of achievement. And these student should be treat equally, give equal educational opportunities and help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good and these findings were supported by a few literature reviews as follow:

According to Brandy Olson (2001) , multicultural education is a concept that is made up of four different components: content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure. Each of these components must be addressed before multicultural education can be fully realized. 1) Content integration occurs when teachers use examples from a variety of cultures and groups to illustrate key concepts. When a variety of cultures are integrated into the classroom environment and subject matter, students have the opportunity to recognize, acknowledge, and address cultural biases and how these biases influence the way knowledge is constructed. 2) Prejudice reduction can occur through providing students lessons and other classroom activities that help them develop positive attitudes toward different racial, ethnic, and cultural groups. 3) To establish equity pedagogy the curriculum and teaching methods must take into account the diverse learning styles of all students. When the pedagogy takes

into account the learning styles of all students, all students have the opportunity 3)for academic success. 4) Lastly, an empowering school culture is one that promotes gender, racial, and social class equity. An empowering school culture holds the expectation, for both students and staff, that all individuals will be treated with respect and dignity .

Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world. Therefore the understanding of other cultures is crucially important and it may helps to maintain the stability in society. Living in multicultural society requires a high level of understanding and respectfulness to those from other cultures.(Hamdan, Ghafar (2008).He added Multicultural education is an idea, an approach to school reform, and a movement for equity, social justice, and democracy. Specialists within multicultural education emphasize different components and cultural groups.

Multicultural education not only educates children about the experiences and histories of students of color but it also encourages students to recognize the social injustices that racial and ethnic minorities faced (Simonson, 1995; Bigelow, 1999). Multicultural education empowers students to change the social inequalities that exists within society and at the same time promote close intergroup relation among them (Sleeter & Grant, 1987).

5.2.2. The Beliefs About Teaching English In Multicultural Classrooms

This study revealed that majority of teachers , 100 % agreed that multicultural education is a good idea, they realized the merits given by multicultural education but they also expressed their satisfaction in implementing aspects. They claimed that it was difficult to be implement, many problems arouse , it was a challenging job and needed to be plan and more effort and time are needed. They also added that the students tend to mix among their own colleague which is already their natural habit and grouping them by mistake made the task given difficult to be completed. In short , the multicultural education in their sense of professionalism were marked as ambiguity and challenge.

These findings showed that majority of teacher need to be well explained on what to be done in multicultural education in order to realism the multicultural learning. Multiculturalism is a jeopardize matter if there is no action to be taken seriously.

A major goal of multicultural education is to restructure schools so that all students acquire the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and world. Multicultural education seeks to ensure educational equity for members of diverse racial, ethnic, cultural, and socioeconomic groups, and to facilitate their participation as critical and reflective citizens in an inclusive national civic culture(Garderen & Whittaker,2006).

A key goal of multicultural education is to help individuals gain greater self understanding by viewing themselves from the perspectives of other cultures. One of the major goals of multicultural education is to provide students with cultural and ethnic

alternatives. In addition, Garderen & Whittaker (2006) asserts another goal of multicultural education is to afford all students with the skills, attitudes and knowledge needed to function within their ethnic culture, the mainstream culture, and within and across other ethnic cultures.

Besides, another significant goal of multicultural education is to reduce pain and discrimination that members of some ethnic and racial group experience because of their unique racial, physical and cultures characteristics. Finally, multicultural education aims to assist students to master essential reading, writing, and computational skills. According to Banks (1991), multicultural content in curriculum can facilitate students to master important skills in these areas not only in education but also in real life situation. Multicultural education not only educates children about the experiences and histories of students of color but it also encourages students to recognize the social injustices that racial and ethnic minorities faced (Simonson, 1995; Bigelow, 1999). Multicultural education empowers students to change the social inequalities that exists within society and at the same time promote close intergroup relation among them (Sleeter & Grant, 1987).

5.2.3 Problems

This study revealed the major problems that occurred in running the multicultural education were disciplinary problem, language problem , teachers' attitude who emphasized exam, focused on attainment, knowledge were not translated into actions, lack of time to plan and a lot of bureaucratic demanding. The researcher believed that all

these problems arouse because there were mistakes and misunderstood in practicing the multicultural education in a diversity classrooms. These statement were supported by several of previous findings from other researchers .

According to Brandy Olson(2001), when cultural diversity without multiculturalism occurs, the children who are viewed to be at the bottom of the hierarchy are especially at risk. But when this viewpoint permeates the school environment none of the children's needs are being met (Robinson, 1992). When children are not taught to respect others' heritages the educational system is not appropriately preparing them to function in the global environment.

According to Rivera & Poplin (1995) ,one way students can become partners in the learning process is through the use of cooperative learning groups. The method in which the cooperative learning groups are implemented influences whether or not they will meet the goals and objectives of multicultural education. In fact, cooperative learning is used by both the traditional and multicultural pedagogies, but for different reasons. Depending on the reason cooperative learning is used, the strategy, the content, and the practice will be very different. Unfortunately, in practice, teachers are often taught methods of instruction with no theoretical reasoning attached. Teachers need to understand both theory and practices behind multicultural education for it to be successful in the classroom. Just implementing the strategies, without any reference to the theory, will not change classroom dynamics nor will it empower students of all ethnic and cultural heritages to become active participants in their education.

According to Hughes (1996,1997), although teachers' job duties are broadening and diversifying, teachers are often unprepared to meet the expectations of their new and expanded roles. In fact, a study by King found that many pre-service teachers displayed "Dysconscious Racism". Dysconscious Racism is "the uncritical habit of mind, such as attitudes, assumptions, and beliefs, which justifies inequity and exploitation by accepting the existing order of things as given (cited in De La Torre, 1996)." Dysconscious racism may exist because of the struggle that pre-service training programs face in defining multicultural education, changing pre-service teachers' attitudes and beliefs, and developing competencies for a diverse classroom (Hughes, 1996/1997).

According to De La Torre(1996), teachers must reflect upon their own assumptions about issues of racism and sexism before they are able to understand how students' differences affect perceptions of themselves. Pre-service teachers who do not question their own race and class privileges believe that issues of inequality cannot be overcome and therefore are ill-prepared to deal with diversity and possible prejudice in their classroom.

Arlette Ingram Willis (2000) wrote that according to Derman –Sparks what occurs is sometimes called the "Pygmalion effect." The teacher's expectations, often communicated in verbal and nonverbal ways, influence children's behavior and performance. In effect, children mirror the teacher's expectations. When those expectations are negative, the response of students also is negative. Derman-Sparks finds that racism or sexism in the classroom "affects kids' ability to be successful, because some of the energy they can use for learning gets drained off so they can defend

themselves. It can happen in a variety of ways. Kids can become angry and become troublemakers; kids can simply withdraw; kids start to believe they 'can't do it anyway' or the teacher doesn't think they can do it" (cited in Payne, 1991, p. 18.)

Arlette Ingram Willis also added in his article,lack of academic achievement among children from culturally and linguistically diverse backgrounds often has been tied to the students' dependence on their home or first language or nonstandard academic English. Villegas (1988), however, contends that this claim is overly simplistic and disregards larger sociopolitical issues. In fact, students' low academic performance may be related to teachers' inaccurate assumptions and lack of cultural understanding.. The teachers defined *literacy tasks* as "academic activities that allow students to express themselves through reading and writing" and *literacy preference* as "the degree to which a task is liked by a participant" (p. 28) However, an analysis of Orange and Horowitz's data indicates that the literacy tasks the teachers expected to be the preferences of their students were not, in fact, the students' actual preferences. The result was "an 'academic standoff' or mutual resistance, in which teachers and students each had perceptions that clearly counterbalanced those of the other" (p. 28) as each group felt the other did not care. This lack of understanding, awareness, and communication on the part of the teachers led to disengagement, disinterest, and boredom for the students and frustration for the teachers.

5.2.4 Solutions and the Strategic Approaches

This study revealed that there were many approaches used by the teachers which can be applied, solved the above problems and also can be shared with others , such as mix the

students together , create the heterogeneous group which consists of a diversity of students and incorporate cooperative learning. Besides, the teacher treats them equally and build relationship and understanding among them.

Slavin's (2001) in his research reviewed on cooperative learning and interracial contact activities indicate that these interventions help students to develop more positive racial attitudes, to make more cross-racial friendships, and have positive effects on the academic achievement of Latino and African-American students. Lee's (1993) research on culturally responsive teaching indicates that when teachers use the cultural characteristics of students in their teaching the academic achievement of students from diverse groups can be enhanced.

One of the earliest curriculum studies was conducted by Trager and Yarrow (1952). They found that a democratic, multicultural curriculum had positive effects on the racial attitudes of teachers and on those of first- and second-grade students. Litcher and Johnson (1969) found that white, second-grade children developed more positive racial attitudes after using multiethnic readers. Bogatz and Ball (1971) found that *Sesame Street,* PBS's multicultural television program, had a positive effect on the racial attitudes of children who watched it for long periods. In a study by Weiner and Wright (1973), children who themselves experienced discrimination in a simulation developed less prejudiced beliefs and attitudes toward others. Multicultural social studies materials and related experiences had a positive effect on the racial attitudes of African- American four-year-old children in a study conducted by Yawkey and Blackwell (1974). Research indicates that curriculum interventions such as plays, folk dances, music, role playing, and simulations can have positive effects on the racial attitudes of students. A curriculum

intervention that consisted of folk dances, music, crafts, and role playing positively influenced the racial attitudes of elementary students (Bigler, 1999). Teaching effectively in a multicultural classroom requires culturally sensitive strategies and content to provide equal opportunities for academic success and individual growth of all students. The most effective teachers have learned to understand the cultures of students and their students trust them (Schlosser, 1992). McGregor (1993) used meta-analysis to integrate findings and to examine the effects of role playing and antiracist teaching on reducing prejudice in students. Twenty-six studies were located and examined. McGregor concluded that role playing and antiracist teaching "significantly reduce racial prejudice, and do not differ from each other in their effectiveness"

5.3 CONCLUSION

Most of them highlighted contradictions and tensions . In their beliefs , they expressed that many problems arouse , more work to be done , challenging , difficult to implement in a shortage of teaching time and students themselves tend to mix only with their own colleague. These were all also due to lack of time , burden with workloads and too much bureaucracy .They also claimed that teachers performances were judged in terms of students performance on attainment test .Due to this matter , teachers forget about the sense of multicultural education and tend to protect themselves against the consequences of low scores and teach only for test. They also indicated that multicultural education ultimately will increase the two major problems ,disciplinary problems and language

problems .They accomplished these in several ways and efforts , including the strategic approach by mixing them together in a heterogeneous group , by using cooperative learning in teaching style, treat them equally , be more responsive and sensitive besides build the relationship and understanding of each other. They added that teachers cannot avoid from using the bilingual , first language (Bahasa Melayu) , mother tongue and translation method in teaching English in order to address effectively the literacy instructions.

Perhaps , strangest of all ,a minority respondents reported the multi education with the positive statements or attitudes and expressed concern about it. They expressed it is good , able to prepare the students with the out there environment after schooling time , living harmoniously and promote students to increase their achievements. They came out with cooperative learning strategies and the new learning format which is supported by the learning network through internet (e-socialized learning). They illustrated the new era technology used in learning such as discussion group through video conferencing, voice conferencing and chat rooms which are able to provide a convenient environment for brainstorming, joint venture and collaborations among the learners.

A closer and an in-depth look for understanding on the level of knowledge, attitude and practice towards multiculturalism in order to inculcate positive inter group contact among multiracial students also was done by the researcher . From the observation, it is revealed that majority of teachers fall into the medium level of knowledge towards multiculturalism. With such observation, it is expected that the level of attitude and the level of practice should follow suit. Without a doubt, the result show that the level of attitude among teachers towards multiculturalism is at the medium level as well.

Similarly, the level of practice towards multiculturalism is also at the medium level. These show that the teachers were exposed to knowledge of multiculturalism in university through their program or even through their daily interactions with their surroundings but unfortunately, this knowledge has not been internalized and not translated into actions effectively. This could be due to the exam oriented education system in the country where students only memorize and concern more on their notes just for examination purposes only. The other reason could be due to the teaching methodology and teaching approach applied by educators. Some courses and programs do not reflect the needs of knowledge on multiculturalism. They assume that students learn it form reading or daily interactions. However, students may not get sufficient information on how to sustain good relationship between races. One way communication in teaching and learning might also became one of the factors of not achieving high levels of performance. Information that is not been further elaboration by teachers on how these knowledge could be applied or translated in their daily lives would lead to inert react towards the awareness on the importance on healthy relationship among races and education about multiculturalism.

5.4   IMPLICATION OF THE STUDY.

The above findings could give a big picture on what and how multicultural education is going on in ELT. It could help the readers be aware of the current issues relating on how to increase the quality and effectiveness of multicultural education in ELT. The perspectives contribute some hints and reminders about the aspects that can effect the

implementation of multicultural education mainly in ELT .The problems may drop sharply the teachers' motivation and interest when these barriers associated in their teaching habits and cultures. An awareness on the importance of multicultural education may elicit them , shifted the problems away and the understanding will enable the teachers to make decisions to renovate their teaching strategies in order to better meet the needs of multicultural education. None of the respondents gave their views and expectations for the future multicultural education could be in a renovation sense. They recommended that putting students in a diversified classroom is a big agenda which should be rethink, reshape and reconstruct by taking a lot of considerations.

5.5   LIMITATIONS OF THE STUDY

The study had several limitations that might affect it transferability. The study was limited to a small number of respondents. Their experiences and perspectives cannot represent all teachers. Additionally , qualitative research was subjective ; when the researcher conducted the study , they might had address the issue of subjectivity and inter-subjectivity as extensively as possible , resulting in potential pollution of data , which in turn , might result in research bias. Today's research may not explain the phenomenon of tomorrow's situation very well , so the research only can explained the phenomenon in this specific case, at this particular time and place. When researchers use these research results , they need to be aware of all of these factors to main the objectivity of their studies.

5.6   SUGGESTIONS FOR FUTURE RESEARCH

This research highlighted the teachers' perspectives toward multicultural education in ELT. A more fully realistic view of multicultural education needs a more expanded effort for exploration and understanding. A qualitative study itself cannot explain all phenomena , as there is little research exploring the reality of multicultural education. This study suggest that future research explore more deeply on the influence of multicultural education on teaching styles. learning styles ,learning habit changes , the design of multicultural education and the quality of multicultural education aspects. Research is needed to uncover the impact of the human factors , which plays a critical role in the revolution of multicultural education.

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Appendix A:Consent Form

A Study on The Perspectives of English Teachers Toward Multicultural Education Practices in ELT

Dear Colleague,

You are invited to participate in the study on The Perspectives of English Teachers Toward Multicultural Education. This study is a qualitative research. The purpose of this study is to explore an insight into multicultural education in ELT from the perspective of the English teachers. It is hoped that this study will add to the research literature in the domain of multicultural education and help to improve the quality and the effectiveness in ELT. You are invited because your experiences and perspectives are the first hand data which are the fundamental building blocks of this study. In this study you will be interviewed one or two times. The data collected from you will be analyzed qualitatively and then used to provide insight into the current use patterns and effectiveness of multicultural education in ELT. The findings will throw light on the future research and renovation of the multicultural education. Your participation and contribution in this study is highly appreciated. The information you provide is confidential , and all the names of the participants in data will be coded in pseudonyms. All the written and recorded data will be destroyed at the end of this research.

Your participation in this study is highly valued and voluntary. You may withdraw your participation any time during the process of this study by notifying the researcher.

Your signature on this form will conform that you , having read and understood the information presented , decide to participate and contribute in this study. Thank you very much.

_____   _____

Signature of Participant   Date

Researcher contact:

Azizah binti Ismail   Phone – 0194498639

Northern University of Malaysia   E-mail- zahazi21@yahoo.com.

Sintok,

Kedah Darulaman.

Appendix B: Open-Ended Survey for English Teachers

Demographic and Background Information :

Instructions : Please respond to each of the following questions. All information will be held in the strictest confidence (anonymous).Please feel free to include any comments in the space provided.

1.Name :_____

2.Age : _____ years   3. School of teaching : Primary / Secondary

4.Race:_____   Mono-cultural/Multicultural of students

5.Teaching Experiences in ELT:_____ years.

6. Total number of years experience as English Language Teacher teaching in diversified classroom:

_____years.

7.Phone Number:_____

8.E-mail Address :_____

Appendix C : Interview Protocol for the respondents

Before conducting the interview , I will ask the interviewees for permission to transcribe the interview and assure them that the interview is confidential, as the consent form says.

INTERVIEW QUESTIONS :

1. How do you define multicultural education?

2. What is your opinion/ beliefs about teaching English in multicultural classrooms?

3. How do you practice multicultural education in ELT?

4. What is the most strategic approach in multicultural education which you think that really beneficial to the students?

5. Do you getting pressured in practicing multicultural education?(Clarify your answer).

6. What solutions do you suggest for the academic problems of multicultural learning?

7. If you are free to choose, which one would you prefer , teaching in mono-cultural or multicultural school?(Clarify ,why?)

8. Do you have something to say about teachers' dilemmas in multicultural education?

9. What is the amount of the school support provided by the school administrators in helping teachers teaching in multicultural classrooms?(Scale of 0% - 100%).(Clarify your statement).

10. What is your expectation for the future multicultural education could be in a renovation sense?

BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDII KAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E   Telefon : : 3-88846591
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN   Faks   : : 3-88846579
62604 PUTRAJAYA

Rujuk. kaml : KP(BPPDP)603/5/J. D2(//3)

Tarikh : 16 Feb. 2011

Puan Azizah Binti Ismail   KP: 681001075626
256, Tmn. Desa Aman
08800   Guar Chempedak
Kedah

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatar) Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan)uan untuk menjalankan kajian bertajuk:

The Perspectives Of English Language Teachers Towards Multicultural Edi :ation Practises In ELT

diluluskan.

2.   Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan ins ~umen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunak: n sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang be' <enaan.

3.   Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajiar setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih (ahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tei sebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepa(a media

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. SOON SENG THAH)
Ketua Sektor,
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan
Dasar Pendidikan
Kementerian Pelajaran Malaysia