

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

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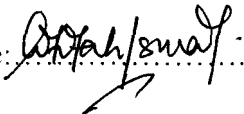
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DEDICATION

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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To my parents , your sentiments of encouragement were heard from thousands of mile away .Your love of education has certainly been instilled in my journey through life.

Thank you for believing in me . Without your support , my dream could have become reality.

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

ABSTRACT

In Malaysia , federal and state 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 tunggal 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 diperolehi 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

INFORMATION FOR USERS	i	
DEDICATION	ii	
ACKNOWLEDGEMENT	iii	
ABSTRACT (ENGLISH VERSION)	iv	
ABSTRACT (MALAY VERSION)	v	
TABLE OF CONTENTS	vi	
LIST OF APPENDICES	ix	
LIST OF TABLES	x	
LIST OF FIGURES	xi	
CHAPTER 1	INTRODUCTION	
1.1	Introduction	1
1.2	State of Problem	3
1.3	Research Objectives	5
1.4	Research Questions	5

1.5	Research Assumptions	7
1.6	Theoretical Framework	7
1.7	Definition of Key Terms	11
1.8	Significance of the Study	12
1.9	Conclusion	13

CHAPTER II LITERATURE REVIEW

2.1	Introduction	14
2.2	What is multicultural education?	15
2.3	The Roles of Instructional Providers	17
2.4	Conclusion	18

CHAPTER III METHODOLOGY

3.1	Introduction	19
3.2	Research Design	19
3.3	Rationale for the Research Design	22

3.4	Interviewee Selection	23
3.5	Validity Issues	25
3.5.1	Triangulation	25
3.5.2	Multiple Session Interviews	27
3.5.3	Peer Viewing and Debriefing	27
3.5.4	Member Checking	27
3.6	Data Collection	28
3.7	Data Analysis	28
3.8	Conclusion	29

CHAPTER IV FINDINGS

4.1	Introduction	32
4.2	Findings of Interview Sessions	32
4.3	Conclusion	42

CHAPTER V DISCUSSIONS , CONCLUSIONS AND
IMPLICATIONS

5.1	Introduction	43
5.2	Discussion	44
5.3	Conclusion	55
5.4	Implication of the Study	57
5.5	Limitations of the Study	58
5.6	Suggestions for Future Research	59
	REFERENCES	60-69

LIST OF APPENDICES

APPENDIX A : CONSENT FORM	70
APPENDIX B : OPEN-ENDED SURVEY	71
APPENDIX C : INTERVIEW PROTOCOL	72
APPENDIX D : APPROVAL LETTER FROM KEMENTERIAN PELAJARAN MALAYSIA	73
APPENDIX E : APPROVAL LETTER FROM JABATAN PELAJARAN NEGERI KEDAH	44

LIST OF TABLES

Table	Pages
3.4 List of Interviewees	24
5.2 Initial Categories and Codes	45

LIST OF FIGURES

Figure	Page
1.6.1 Sources of Thought and Behavior and Their Interactions.	8
3.5.1 Triangulation by Methods	26

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

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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:

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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 PENDIDIKAN
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Tarikh : 16 Feb. 2011

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Puan Azizah Binti Ismail

256, Tmn. Desa Aman
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Kedah

Tuan/Puan,

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

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

The Perspectives Of English Language Teachers Towards Multicultural Education Practises In ELT

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada 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