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

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2011
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(as it appears on the title page and front cover of project paper is acceptable in form and content and that a satisfactory knowledge of the field is covered by the project paper)

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Tarikh (Date) : 24 Februari 2011
DECLARATION

I hereby declare that the work in this assignment in my own except for quotations and summaries which have been duly acknowledge.

Date: 20 FEBRUARY 2011

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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.
ACKNOWLEDGEMENT

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I would also like to express my appreciation to my other colleagues for their assistance and encouragement was continuous throughout my journey to complete my degree.

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My final thank you is to my dear husband, Roslizan bin Zakaria and my children, Nur Diyana, Nur Dalila, Muhammad Amirul and Muhammad Ammar for their consistent support, patience, assistance and love during the pursuit of my master degree. I know you are proud of my accomplishments.

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 institutions 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.
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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
The contents of the thesis is for internal user only
REFERENCE:


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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 PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA

ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERJAAN PARCEL E
PUSAT PENTADBIRAN KERJAAN PERSEKUTUAN
62604 PUTRAJAYA

Rujuk. kami : KP(BPPDP)603/5/Jl D2(//3)
Tarikh : 16 Feb. 2011
KP: 681001075626

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

Tuan/Puan,

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


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 sekerana sebahagian atau sepenhanya dapatkan 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 Penilaiain
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan
Dasar Pendidikan
Kementerian Pendidikan Malaysia