

Chapter 5

Conclusion, Discussion, and Recommendation

This research has the objectives to (1) analyze the components and indicators of the teacher's instructional competency in the classroom with ethnic diversity to equip the students with the characteristics of respecting rights of others and co-existence in the culturally diverse society, (2) to develop the model of teacher's instructional competency in the multi-ethnic classroom to equip the students with the characteristics of respecting rights of others and co-existence in the culturally diverse society, and, (3) to study the effect of using the model of teacher's instructional competency in the multi-ethnic classroom to equip the students with the characteristics of respecting rights of others and co-existence in the culturally diverse society. The research had been conducted along the 3 steps as follows:

Step 1- Analyzing the components and indicator for teacher's instructional competency in the classroom with ethnic diversity. There were 3 samples, namely, sample 1 which included textbooks, documents, researches, and articles related to the instructional provision of the teachers for the classroom with ethnic diversity totaling 20 pieces altogether, sample 2 – 9 university lecturers, and, sample 3 – 897 students studying in the classroom with ethnic diversity in 9 schools affiliated to Secondary Educational Service Area Offices in Chiang Mai, Chiang Rai and Tak. The research instruments were questionnaire on appropriateness of instructional indicative behavior of the teachers in the classroom with ethnic diversity and questionnaire on instructional behavior of the teachers in classroom with ethnic diversity. Statistics were used for analyzing the contents, mean, and standard deviation, and for analyzing the components utilizing exploratory factory analysis.

Step 2 – Developing the model on the teacher's instructional competency in the multi-ethnic classroom. There were 3 samples, namely, sample 1 – 9 ethnic students, sample 2 - university lecturers, superintendents, and teachers totaling 36 subjects altogether, and sample 3 - university lecturers, academics, and teachers totaling 9 subjects. Research instruments used included (1) questionnaire on appropriateness of

the instructional behavior of the teachers in the classroom with ethnic diversity, (2) questionnaire on opinion to find the guideline or method for developing the teacher's instructional competency in multi-ethnic classroom, (3) questionnaire on appropriateness of the training program to enhance the teacher's instructional competency in the multi-ethnic classroom, and, (4) questionnaire of the model for developing teacher's instructional competency in the classroom with ethnic diversity. Statistics used were the descriptive analysis, percentage, mean, and standard deviation.

Step 3 – Implementing the model on teacher's instructional competency in the multi-ethnic classroom with the sample which was Ban Mae-O Nai School in Chiang Dao District affiliated to Chiang Mai Primary Educational Service Area Office 3. Instruments used included (1) pre-test and post-test on getting to know ethnic students, (2) questionnaire on respecting rights of ethnic students, (3) form for observing instructional behavior of the teachers in classroom with ethnic diversity, (4) form for recording the development of the characteristics of students in classroom with ethnic diversity, (5) form for reflecting on “Energizing Narrative”, (6) form for assessing effectiveness of the model on developing teacher's instructional competency in the multi-ethnic classroom, (7) questionnaire on respecting rights of others, (8) questionnaire on accepting cultural diversity, (9) questionnaire on co-existing in the culturally diverse society, (10) form for reflecting on “The good and beloved teacher of mine”. Statistics used included descriptive analysis, percentage, mean, standard deviation, and congruency index.

5.1 Conclusion

1. Result of analyzing the components of the teacher's instructional provision for the ethnically diverse classroom coming up with 4 components, namely, (1) respecting rights of ethnic students, (2) instructional techniques for the classroom with ethnic diversity, (3) promoting self of ethnic students, and (4) getting to know ethnic students. There were 35 indicative instructional behaviors of the teachers that could describe each component of their competency.

2. Model for developing the teacher's instructional competency for ethnically diverse classroom composed of 8 parts, namely, (1) goals, (2) vision, (3) principle, (4) workshop for developing teacher's instructional competency, (5) classroom with ethnic diversity, (6) teacher's instructional competency, (7) instruction organizing process, and, (8) characteristics of students in the culturally diverse society .

3. Results of implementing the model for developing the teacher's instructional competency in multi-ethnic classroom.

3.1 Results on the teachers who taught in the classroom with ethnic diversity showing that the teachers had competency in organizing the instruction for the students in classroom with ethnic diversity on their getting to know ethnic students, respecting rights of ethnic students, instructional techniques for multi-ethnic classroom, and promoting self of ethnic students. The teacher could create innovation being able to solve the problem occurring in the classroom with ethnic diversity, and had characteristics impressed by the students. That is being able to teach them to be good person with desirable manner, being generous, having sufficiency life, being able to apply the knowledge obtained for their everyday life maintenance, having personality of being kind, with smile, generous, fair, reasonable, open-minded, sincere, giving opportunity for students to improve themselves, and always providing moral supports.

3.2 Results on the students in the classroom with ethnic diversity, after participating in the activities along teacher's instructional model in the classroom with ethnic diversity, the students had the characteristics of more respecting rights of others, accepting cultural diversity co-existing in the in the culturally diverse society than before.

3.3 Results on the School and community: At the School, there was an annual event on "Ways to Learn About Our Culture and Ethnicity" which was carried out via cooperation between the School and the community to construct the identity of the School and to assure the confidence in the self of the students in the culturally diverse society

3.4 It was found that the model for developing the teacher's instructional competency in classroom with ethnic diversity had effectiveness at much level.

5.2 Discussion

1. The effect of analysing components and indicators of the teacher's instructional competency in classroom with ethnic diversity had yielded 4 components, namely, (1) Respecting rights of ethnic students, (2) Instructional techniques for the classroom with ethnic diversity, (3) the Promotion of self of the ethnic students, and (4) Getting to know ethnic students. There were 35 instructional indicative behaviors of the teachers which could explain each of the components. The similar process of developing indicator was also conducted Johnstone (1981:15-16) who contended that, in selecting the variables related to the component to be investigated was to bring together the main and relevant variables to develop indicator. The process had to clearly identify the characteristics of the thing to be studied utilizing theoretical propositions, various materials, or opinion of the experts in the field. It also had to avoid taking too many variables in at the same time because it could make the concept under study too complex and hard to be interpreted. After that, the investigator should select variables that could represent each the characteristics to be studied. At this step, one should avoid using many variables to represent the same characteristic and the variables with high errors in order to get the indicators that were mostly congruent to characteristics. The following components could serve as the guideline.

2.

Component 1 - Respecting rights ethnic students.

The most relevant indicative behavior was that the teacher would not look down up the students through their eyes while carrying out the instruction in the classroom with ethnic diversity. It was found that the teacher still had negative attitude toward and bias against ethnic students (Anansuchatkul, Buppa, 2011: e) . Some behaviors of the teachers could be expressed with or without intention. This was also remarked by Manning and Baruth (2004) who had studied on teacher's instructional competency in the multi-ethnic classroom and found that sometimes the teacher might have prejudice against the student who was impaired or foreigner. This prejudice had been deeply rooted to the point of normality making the individual feeling indifferent and he/she had no bias. In Thai society, it had been found that most teachers had not realized the significance of contextual change in the classroom attendee by students

from various ethnic and cultural groups. Many of them still stuck with the bias that most hill area people were dirty, barbaric, uneducated, deforesting, drug trafficking, and threatening national security (Catholic Commission for Social Development, Plan on ethnic group people, 2010: 31-32). To avoid this bias, the teacher had to shift their perspective and open mind to learn about cultural difference of ethnic students to respect the difference and provide education to be relevant to the reality in the present society. They had to adjust their attitude to reduce the bias and accept the diversity and difference, respecting one another, and maintain their life along the principle of respecting others and morality.

Component 2 - Instructional techniques for the classroom with ethnic diversity

The most indicative behaviour on this is the teacher teaching students to sense the feeling of others by realizing that others also have the same feeling as theirs such as realizing that being bullied was not fun. Providing instruction in classroom with ethnic diversity should make classroom a happy and relaxing place where the students could feel free and learn the things useful for themselves and could really apply in their everyday life. The teachers had to sincerely place significance on the students, using instructional techniques that focused on individual difference among the students in the context of the present classroom which was culturally diverse classroom. Similar recommendation was also made by Anansuchatkul, Buppa (2011: e) who, in her recommendation in the research on the model for second generation migrants from Myanmar that the policy for educational provision in the next century had to be multicultural education to assure the peaceful co-existence of multiple cultured people, respecting human dignity which was equal to all and had to get rid of the existing bias leading to discrimination along with the attempt to promoting the common understanding on different co-humans. This was congruent to the research conducted by Manning and Baruth (2004) who stated that the teachers had to understand the strategy of various types of instruction such as group learning, cooperative learning, motivation building up, competition, beliefs and perception of each culture, reducing bias and injustice but to focus on building up the attitude and value on equality to facilitate the students to learn to their best in congruence with their cultural background.

Component 3 – The Promotion on Building Up Self for Ethnic Students

The most important indicative behavior is that the teachers have to teach that every student could succeed in their life in the context of classroom with ethnic diversity. In this context, the students would culturally differ creating gap among the students and between student and teacher resulted from the discrimination or bias imposed by the society. Thus, the instructional provision in the classroom to enable the students to gain their self-confidence and pride in themselves were very important. The teacher had to build up the atmosphere of the ethnically diverse classroom to facilitate the students to trust the teachers and have motivation to learn and develop their capacity to their best. The teachers had to sincerely express her acceptance of the multi-culture and promote both the verbal and non-verbal communication to show her respect to rights and freedom of the students. Similar contention was also made by Lorelie, Burton, et al. (2005) who studied on building up understanding on students with cultural difference and variables determining educational success. The researcher found that a instructional strategy that enable the students to gain their self-acceptance and freedom, and accept the challenge for success was to have the teachers understand individuality and culture that had influence on the individual affecting the teacher's instructional method and her moral supports for the students.

Component 4 – Getting to Know Ethnic Students

The most indicative behavior on this is that the teachers have to be well-informed about ethnicity and could be able to identity the student's cultural background in the context of present classroom. The teacher would not be able to deny that most classrooms at the present are of the classroom with ethnically and culturally diverse students. Such acceptance would lead the teacher to adjust her instructional method and student's way to learn to be congruent to the real context. The teacher has to know students individually and understand culture of each ethnic group. The instructional organizing competencies required for the teacher are her instructional preparation to teach the students with cultural difference, the combination between culture of the teacher and that of the students, knowledge and understanding about individual difference of students on ethnicity, bias, prejudice, democratic principles, respecting rights of students, and ability to mutually work with one who differs from them (Jared,

2010, Vescio, et al. , 2009, Manning & Baruth , 2004 and Allen & Labbo, 2001) . Moreover, Manning and Baruth (2004) had studied and found that the teachers carrying out multi-cultural education had to be with knowledge, attitude, and skill all of which had to be relevant to the instruction that assured the highest instructional effectiveness. Concerning knowledge, the teacher had to have sufficient knowledge, facts, and information on ethnicity, social caste, and cultural difference of the students to be able to plan and carry out the instruction relevant to students with cultural difference.

3. As the results of construction, the model for developing the teacher's instructional competency in ethnically diverse classroom was composed of 8 parts, namely, (1) goals, (2) vision, (3) principle, (4) the workshop for developing the teacher's instructional competency, (5) classroom with ethnic diversity, (6) teacher's instructional competency, (7) instructional process, and, (8) understanding on the characteristics of students in the culturally diverse society . The model development could be systematically carried out beginning from analyzing the instructional behavior of the teachers in the classroom with ethnic diversity basing on the study on context of the classrooms both in Thailand and foreign countries. The behavior selected had to be the observable ones. Afterward, the selected behaviors were to be evaluated by the expert to help checking validity of the instructional behavior. After that, the behaviors were analyzed utilizing advanced statistical analysis - the exploratory factory analysis deriving 4 components of behavior, namely, (1) respecting rights of ethnic students, (2) instructional techniques for the classroom with ethnic diversity, (3) the promotion of self-construction for ethnic students, and, (4) getting to know ethnic students. The results were 35 instructional indicative behaviors of the teacher able to explain each component. After that, all these indicative behaviors were checked for appropriateness by ethnic students of the faculty of education who had experience in studying in the classroom with ethnic diversity. The process was carried out through focus group. Besides, the researcher had asked for opinion from university lecturers, superintendents, and the teachers who had experience in working for ethnic students or in organizing instruction for the classroom with ethnic diversity on how to develop the teacher's instructional competency. Their opinions reflect their concept of how to develop the teacher's instructional competency in the multi-ethnic classroom, what kind of follow-up was needed and how to assess the outcomes. After that, all these methods were

integrated to build the training program on and instruments for developing the teacher's instructional competency and to determine what the model for developing teacher's instructional competency in the multi-ethnic classroom was composed of. After the model was completed, the focus group activity was set up to check the appropriateness of the model before putting it into practice. The process was also carried out by Kijkuakul, Sirinapa (2001: 56) who had analysed and synthesized the model for development along educational reform topping up on the experience. From the theses done during 2000-2008, it was found that the model for developing along the educational reform was composed on 3 stages, namely, 1) Preparation stage by surveying the background of the teachers on their experience attitude and context of school of taught in by teachers before getting the training, 2) Setting up the activities for the teachers, administrators, and the concerned others to take part, or to form the team leading to the society of learning, 3) Continuously reflecting on the development outcomes to determine the appropriateness of each component of the model. Moreover, the constructed model had also integrated the principles of school-based teacher training. This is congruent to the Office of the Education Council (2012: 34-35) which contended that the school-based teacher and administrator development was an approach complying with the new age of teacher quality development in carrying out the 2nd decade (2009-2018). This approach of personnel development is that approach that could save the budget as it is created in responding the real problems and needs of the school and the teachers who took part in the development. Development is on voluntary base not imposed down from the authority. The developing method emphasizes real practice at the operational site utilizing collaborative process taken part by all the concerned sides in mutually plan, think, solve problems, put into practice, supervise, follow up, and continuously help the trainees to become a working culture. This is congruent with National Institute for Development of Teachers, Faculty Staff, and Educational Personnel (NIDTEP) (2007: 19) which noted on the main features of new age of teacher training that the effective teacher training had to be congruent to the context of educational problems by emphasizing the collaboration among higher education institutions, academic enhancing agencies, trainers, schools and teachers as well as the concerned others to participate and exchange experience to enable the teachers to achieve the set development goals for every development model. There was

the handbook for the operation. The very important factor for every step of the operation was the school administrators. The conceptual framework on educational personnel development should be taken into considering in designing the model. This concept on human resource development model adopted from that presented in DeSimone, Wemer and Harris. (Human Resource Development 3rd ed. Ohio South-West, 2002: 127 cited in Misomna, Chaloemphong, 2012: 5). There were many steps in this model, namely, the need assessment for human resource development, prioritizing the needs for development, designing the model by setting up the objectives, planning the program, preparing documents and materials for the training, selecting the resource persons, methods and techniques for the development, setting up the schedule for behavior change due to the development, operational step for human resource development behavior, assessing the behavioral change including the creation of the instrument, and interpreting the evaluative results. Besides, there was also an adoption of the adult learning principle recommended by Knowles, Malcolm (1980, cited in Wongthongdee, Siraphaksorn, 2013: 94-96) to serve as the model for constructing this development model. The need assessment is important for adult learning as they learn only after they could find the answer why they have to learn such thing. As a learner, adults have self-concept and could use their judgement in making decision about things by themselves. Besides, adults could utilize their experience as the resource for learning. The more experience they have passed, the faster learning on the new things would be the case. They are also able to apply the knowledge in their real life.

4. Results of using the model for developing the teacher's instructional competency in classroom with ethnic diversity

4. 1 The teachers had more effective had teacher's instructional competency for classroom with ethnic diversity. From evaluating the instructional behavior of the teachers in the classroom with ethnic diversity by the teachers themselves and the colleague teachers, school principal, and the researcher it was found the evaluators had congruent opinion at high level from observing the instructional behavior of the teachers in the classroom with ethnic diversity as the teachers had got through the workshop on teacher's instructional competency in the multi-ethnic classroom. The training model had facilitated the teachers to learn more about ethnic

students. This was through many processes including listening to the resource person who was also ethnic. They learned about the origin of their ethnicity and their life maintenance of their ethnic group including knowledge on educational provision for ethnic students. The session had invited the ethnic people to take part in the discussion on culture of life-maintenance of ethnic people including their language, religion, dressing, tradition, play, and problems of co-existing in the society at large. Discussion also included the outstanding point of ethnic students, the creation of the space for ethnic students, their confidence, pride, and selfhood. The educational provision was based on participation of the ethnic group. From the reflection written by the teachers, it was found that ethnic group people had different culture and tradition. Every ethnic group had self-identity, long-lasting culture which was valuable and deserved being conserved and transmitted such as the tradition of ethnic group in tying the umbilical cord of a newly born baby on the tree trunk for the one who had grown up from the baby would have the ownership of the tree and take care of it through their life. This practice was part of the forest care-taking as the forest in everything for life. Thus ethnic group people are the forest care-taker not the forest destroyer as often regarded by many low land people resulting the bias against them. In general, most ethnic students would have the characteristics of being shy and daring not to express as their feeling as they don't trust others for fear that they might be looked down. They have problem in adjusting themselves to the situation. Consequently, they have become introvert though they are second to the low-land counterparts in their ability. Many ethnic students are themselves but have lacked of opportunity and are discriminated against by people in the society or even the teacher. After being through the workshop, they shared the idea that there should an instructional provision in classroom with ethnic diversity to open opportunity for ethnic students to show their talent, to discover themselves, to be proud of their culture and origin, and to grow up to become adult citizen who are ready to transmit their culture along with learning language and culture of the society to be part of it. The teacher should organize the instruction to assure the people who culturally differ to have the characteristics of self -acceptance and others, respecting rights of others, helping one another, and happily co-exist in the culturally diverse society.

The workshop also provided the activities to facilitate the teachers to adjust their attitude that used to make them have negative attitude toward ethnic students. The activity like the balancing society activity was the one aiming at developing the characteristics of happily co-existing in the society. Everyone has different responsibilities and duties and had to be responsible for such duties to assure the success the task being pushed out. Such society process would lead to the livable society with unity that followed the collaboration to push the common task forward the success. After the activities, the teachers would have students write a reflection on their involvement in the activities. Most of their reflection agreed that culturally diverse classroom was a small scale of the society composed of students from various ethnic groups which had differed but everyone was equally significant and shared the responsibilities to make the classroom a liveable and learnable place where they could happily co-exist. The teacher too had to respect in the self of ethnic students as do to themselves. The teacher should appreciate the student's attempt to maintain the valuable culture of ethnic group, equality, dignity, and humankind. Difference is not the problem. The teachers have to try to build up positive attitude while getting rid of bias and teaches the students to learn to accept the difference and happy co-existence. Consequently, ethnic students should get appropriate opportunity for maintaining and conserving their good and beautiful culture and conserve it. They should also transmit their culture to friends and society when they have chance. They could also collect their cultural knowledge in their villager to integrated with the learning through the 21st instruction.

The activity that makes the teacher know her students the best is the home visit activity. In visiting a student's house, the teachers could see the real living of the students and have a chance to meet and talk with the parents about the student. From experience encountered by the researcher in following the teacher team for a home visit, though traveling might not be so convenient and the visitors had to walk along the dirt road to the house of a student. At the time, it was during rainy season and the road was very slippery. It took time to visit the family of the student who was Dara-ang. The house 5 families whose members were about 24 of them both of adults and children. The house's outdoor wall was made of bamboo weave. The house was divided into rooms whose number matched number of the families. The sleeping section would be

lifted up as the bed. In front of it would be the stove for food cooking. There were no facilities, nor electricity. Members every house have to grow kitchen garden or eatable fence. Their situation is different from that of Lisu people who live on the hill at the other side of the School. The condition of the road to the village had not differed. The condition of the house, however, is a bit better and stronger. House building was done along the family's economic status ranging from the concrete to the one from bamboo. Parents bring their small children to school while the more grown up ones could walk or ride bicycle or motorcycles to school. From their living conditions, the difference that clearly came up was their cultural ways. That's why the teacher would have to have significant role in combining all these differences into a unity.

Moreover, the workshop also provided knowledge concerning respecting rights of ethnic students by presenting the behaviors to be avoided and those on physical, verbal, and sexual violence. To do these, the teachers had to study behaviors of their and colleague teachers in treating the students in punish them when they had one something wrong. After that, she would classify the behaviors occurring in the classroom starting from the most violent one done against the students in the opinion of the teachers. Physical violence could be orders as follows: (1) Punishing by making the student embarrassed such as shaving hair, (2) knuckle knocking or slapping on student's head, (3) Kicking, (4) Pushing, dragging, or pinching, and (5) Pitching or throwing things. The verbal violence is the saying of things: (1) Damning parents or old relatives, (2) Insulting different ethnicity, (3) Insulting others, (4) Humiliating publicly, and, (5) Sulking, disgracing in front of the flag pole. Sexual violence is the sexual doings imposing on the individual which are, from bad to the worst, (1) Body touch by catching cheek or hugging, (2) Harassing, (3) Showing nude picture or clip, (4) Obscene gesturing, (5) Drawing sexual organs or covered parts such as breasts, butt, etc. There was a discussion to find the ways to avoid or crease the violence the teacher had on the ethnic students such as giving love, being sincerely kind to students, and providing opportunity for learning. There was some adjustment on attitude and emotion to build up justice in the teacher's mind. There was also an attitudinal adjustment between the teacher and students, and student and student to assure their acceptance of the other. They increasingly took part in the collective activities. The teacher tried more to get to know the student by home-visit to truly see the real conditions of student and his or her

social context to realize the real conditions of each student to treat every of them more equally without any bias. The teachers should treat the ethnic students the same as they do with low-land students, without any discrimination. The teacher tried to be informed about culture of the students. Meanwhile, she should try to socialize the students to realize the significance of equality, not look down on others, and honoring fellowmen. The teacher should acquire the skills on the ethnic student's language to use it when the time comes to assure the deep communication. She gives opportunity for the students to improve themselves after committing some wrong doing, not using emotion in punishing or scolding students without reason, avoiding verbal act crudely affecting feeling such as insulting comment, racism, etc. To punish student, the teacher had to explain what should be or not should be done and what is the consequence of such act. In organizing class working group, the teacher should assign students with different ethnic background to work together explaining the reason of being friend with someone ethnically different to help one another and exchange learning. All these teacher's actions would lead to the unity and happy co-existence in the class and future society after graduation.

Workshop is the process to have the teachers participate in various activities. In it, the participants could discuss about the results of carrying out an activity. The knowledge gained from the workshop is empirical and applicable for classroom with ethnic diversity. In the workshop, there could be a simulated session to have the teachers to take role of students and inviting a resource person who is expert in demonstrating instruction to come to facilitate learning. It should be student-centered activity using instructional techniques for the students to learn from the practice. The group process that required helping one another and labor division made everyone significant. No one could not be missed out from the group process. During the instruction, the teacher had to use questions to stimulate students to think and consulting one another in the group. Exchange of ideas in the group is done to acquire the group's consensus on the answer. The teacher could check the student's knowledge utilizing exit ticket to get out from the classroom to check what students have learn and want to know more. The teacher has to provide moral support for every student and pay attention to every student. When one of them having fun by doing something else or not contributing the group, the teacher should walk to him/her or call him/her up to respond

to the question instead of complaining or scolding. This is reflected in the student's reflection on "My good teacher whom I love". Students at every grade level expressed their impression on the characteristics of the teacher whom they liked or had wanted to come to teach. It could be concluded that the students want the teacher to carry out the instructional activities such as having student to play game, to sing, to read, to pain, and to tell the tale and to teach them to be good person with good manner, be generous, have discipline, and apply the acquired knowledge in their daily life. The teacher should give opportunity for students in doing desirable things including opportunity in displaying one's capacity or improve one's self when he/she had committed an improper act. They teach students to be self-sufficient not greedy, nor cheating. If one has cheated, he or she would get to the bad consequence. They should be concerned with the benefit of public interest than the private one and be reasonable. The teacher should utilize the instructional media such as VDO clips on the things having not been seen nor learned before. She should make the instruction understandable and direct using simple language and train students to think, search for knowledge by themselves, put into practice the thing learned, and clearly schedule the time for carrying out their responsibilities.

This kind of empirical evidence has shown that the teacher who had gone through the workshop along the model for developing the teacher's instructional competency for ethnically diverse classroom could apply the acquired knowledge into real practice in their school. Similar finding was gained in the research conducted by Yongyuan, Banyat and Padungpong, Chaiwat. (2007) who had studied on the development of the model for carrying out multi-cultural educational in primary school and found that the teacher in the school carried out by multi-cultural educational provision model would be more well-rounded in multi-cultural educational provision in the aspects of knowledge and understanding and putting into practice than did the teachers at the school without such model usage. Rattanapan, Chitralada, et al. (2017: 115-145) had studied on the development of the educational providing model to promote the multi-cultural co-existence between Thai students and cross-national students in 4 preschools in Phangnga Province. It was found that the preschool teachers had been developed on their capacity to know and understand the multi-cultural educational provision and could apply it in organizing the learning process that was

concerned with the diversity of students in which the teacher had created the atmosphere and environments in the preschool classroom and school to facilitate the multi-cultural co-existence.

4.2 The teachers created the innovation to solve problems occurring in the classroom with ethnic diversity. Such innovation could include instructional method, instructional activities, or instructional media by designed by the teacher teaching in such classroom with ethnic diversity considering the context of classroom and characteristics of students. In the focus group discussion after using the model, the teachers had reflected their opinion through the theme “ The Inspiring Narrative” referring to the innovation as “Building up familiarity along the teacher’s approach.” However, there was a problem. That is the Prathom Suksa1 students could not communicate with the teachers. A solution was by building up familiarity with the students by talking to them outside of classroom, during lunch, or during the time they wait for being picked up at the end of the day to build up their confidence. The teacher could promote the significance of the student’s native language of students by coordinating with the teachers who teach Thai to assign the students to teach their native language to the class. The process could begin with the students noting down their native language words difficult for them and write them up in Thai using the nearby media or those in the locality which are available and interesting. The teacher leads the students to walk around the school and observe things before returning to the class to discuss and practice speaking and writing about the things having been seen. The result of this process was that the students could understandably speak and write Thai and also learned their native language. The narrator had made note of their delight to see the students now dared to speak up with the teachers and pride to see the students being more literate.

Besides acquiring instructional innovation, the teacher could also acquire the innovation in form of activities for the students to do before the instruction starts. For example, in Activity 1 – Narrative from my house was the activity for the students to tell about the way of living in their village for classmates and the teacher to know about. The class can learn about their life maintenance including the main culture and tradition they like to present resulting their pride in their origin. Activity 2 – Knowing oneself and others was the activity to train students to know themselves and others to develop

the characteristics of self-acceptance and acceptance of others, respecting rights of others, helping one another and happily co-existing in the culturally diverse society. Activity 3 – My language: It included my language, your language, and our language. It was a learning exchange activity on language to develop communicative skills and promote the happy co-existence in the culturally diverse society. The teachers could apply these activities in their classroom. Besides, the teachers were trained to design the instructional methods to achieve the desirable characteristics of students. The instructional methods and learning activities are as follow:

Group 1 teachers were assigned to work on the characteristics of respecting rights of others, accepting cultural diversity, and happily co-existing with others in culturally diverse classroom. The instructional methods used was the conditioning method by using as stimulus to stimulate the student's desirable behavior aiming at correcting their problematic behavior of student on individual basis along the theory on behavioral change. The activities organized to be relevant to the instructional method are (1) Class discussing good and bad behaviors of friends or theirs, (2) Assigning the students to write about their good behavior of which they were proud and their bad behaviors which they needed to improve, (3) Assigning the students to do the activity on "Message to friend" by having every student write the message on a note paper about thing they would like to tell friend which are good and bad behaviors with name of the friend to whom the message is sent. After that, pooling all the note cards in the same box, (4) The teachers taking charge of the postman to organize the cards by name, (5) Having the students compare the message received and the message originally wrote to see how they are similar or differ, (6) Students writing down their feeling after reading the message received from friends, (7) Students and teacher mutually discussing the results of carrying out the activity, and, (8) Students discussing and concluding the behaviors they should do in co-existing in the culturally diverse classroom.

Group 2 teachers set up the characteristics of co-existence through democratic way - intelligence, unity, and respect aiming at equipping the students with characteristics of mutual acceptance by utilizing the instructional method on group process assigning students to carry out the group work to collaboratively study on problem-solving method or do the activity along their ability, aptitude, or interest to train the students to work together along democratic way. The activities to be used in

congruence with the instructional method includes: (1) Dividing students into 3 groups each of which with mixed ethnic groups with chairperson, vice-chairperson, secretary, and members, (2) Students and teacher working together to set up the plan by prescribing the goals for the operation of each group to carry out the “Behind Home Garden – a Space for Self- sufficiency” and detailed operational process, (3) Students and the teachers discussing the sources for searching for additional knowledge, e.g. knowledgeable persons in the village, learning resources, internet, library, etc. (4) Students working together to set up the plan and carrying out the duty assigned for each individual for the 2 week-long assignment using behind-school agricultural plots, (5) students and the teachers collectively evaluating the outcomes and reflecting on the working process done and outcomes of each group to exchange learning about the problem occurring during the operation, problem solving, and the success of the operation.

From the analysis on the instructional method and learning activity organization of the teachers, it was found that they were the student-centered instructional methods and student-centered learning activities which were not something new. What was new or innovative was the use of them for solving the problems or developing the students. The things having been missed out from the students in the classroom with ethnic diversity were to behaviour of the teacher’s classroom domination. The roles on carrying out the learning activities were mostly taken by the students. The teacher had solely become the facilitator. This trend is congruent with that of the 21st decade instructional mode which species the role for the teachers as a significant mechanism for facilitating the students to learn. It is the teacher’s role to enhance the student’s inquiring skills to approach the knowledge by building up the process to make the students feel challenged. The instructional activity was design along the way called “Active Learning” to stimulate the students to search for knowledge preventing them from being bored. There was the activities mutually carried out by teacher and students. Through this mode of instruction, the teacher would have more significant role but as the teacher but as the facilitator who helped the students derive the necessary skills. The teacher had to take the role of designer to facilitate the students to acquire the learning skill. The learning activity might be in from of project to open the opportunity for the

students apply the acquired knowledge to their life (Office of the Education Council, 1970: 71).

4.3 Characteristics of the teachers in the classroom with ethnic diversity after using the model – After using the model, students had reflected on the characteristics of the teachers. In concluding, students at all level like the teachers who was generous, easily smile, kind, fair, reasonable, open-hearted, sincere, giving opportunity for the students to improve themselves, and constantly provide moral supports. Besides, a Prathom Suksa 6 student had reflected further that he/she liked the way teacher taking part in the activity along with the students. The teacher told the truth, not lying, and be sincere. The reflector did not like when the teacher laid eyes on him/her without any word coming out and this teacher had not done that. Moreover, the teacher's characteristics could determine the atmosphere in classroom, particularly mental atmosphere which stimulated the students to have fun in learning. The teacher's behavior in the classroom seen by the students would serve as the model for them to imitate becoming their permanent characteristics. This observation is also made by Dachakupt, Pimpan and Yindeesuk, Payao (2014: 137-143) who contended that the mental or psychological atmosphere was tremendously significant for learning and teaching. For the instruction would be lively and smoothly carried out, student and student and teacher and students had to maintain the relationship without any paranoid nor with negative criticism. It should be the atmosphere for cooperation building up familiarity or sincere relationship between teacher and students. This type of atmosphere, however, depended on personality of the teacher. The teacher's smile, proper and clean dressing, humor, proper feature, proper verbal usage, and having pleasant tone, etc. All these gestures could attract the student's attention. The teacher's instructional behavior was also important. The teacher's behavior that opened the opportunity for the students to carry out the activity by themselves and search for additional knowledge or information by themselves, ask question or express disagreement, teacher's democratic attitude and behavior, etc. would help create the atmosphere in the classroom that makes the learning fun.

4.4 Outcomes on the students in the classroom with ethnic diversity – After carrying out the activities, the students had the characteristics of respecting rights of others, accepting cultural diversity and co-existing in the culturally diverse society

more than before carrying out the activities along the teacher's instructional model in the classroom with ethnic diversity. These characteristics had been developed utilizing the instructional activities for ethnically diverse classroom either the ones provided by the training and the ones designed by the teachers themselves to better fit the context of classroom taught by them along empirical data conclusion as follows:

Prathom Suksa 1: It was found that there was some change on the student's characteristic or behavior. In the initial period of the activity operation along the model, the students had obviously divided themselves into ethnic group to play together for the language convenience. In the classroom, then, the teacher tried to set up the group in mixing way to promote more of the student's learning about themselves and others. They could also practice themselves to work along with friend differing from them. Another solution was having the group to rotate on the group leading. Everyone had to help one another, at least in the group, and co-existed in the same classroom. The teacher had organized the activities to open for every student to take part. In each ethnic group, students took turn in introducing oneself and worked together to find their strength or identity besides depending on the costume. After that, the teacher taught how to correctly call the ethnic group name. Group members then carried out the activity of constructing a mind map on dressing of each ethnic group. Students helped one another in drawing the picture onto the same sheet before presenting it to the class and discuss on the mind maps displayed in the classroom. The next activity was the session introducing the play of each ethnic group. The students began to get used the learning exchange by having conversation and question on the things the individual would like to know. They played and commonly carried out activities during the break and worked together on the assignment in the classroom. The teacher had rearranged the seating by have students to sit on random seating pattern to mix them among ethnicities to assure their getting to know new friend and to help one another. The students would be happier and had more friends. They felt more like to come to school and happily engage in any classroom activity.

Prathom Suksa 2: It was found that there was some change on the student's characteristic or behavior on their increasing knowing oneself and knowledge others through playing Bingo which is the game to find the smart students of the classroom. The student would try to find the smart friend in various aspect. The student

has to know what kind of talent he/she has. Some are good at computer, some at reading, some at speaking, etc. When the student could find what he or she is smart and what still needs more practice or help from friends. The student who has known what kind of talent he or she has so that he/she could help friends who have not been good at it. Through this task, the students would be no longer concerned with ethnicity and would help one another with the individual's talent. They learn to appreciate their friend's generosity. "The activity I love," is another activity to facilitate students to get to know more friends as it is the activity mutually carried out by everyone in the classroom. They try to find what everyone in the class could do and what everyone would like the classroom to be like. To achieve all these, the students have to commonly set up the goals and help one another to make them coming true. A goal should be set up on monthly basis and students would mutually discuss on it at the schedule time to conclude what could be done and what not. How could they improve to achieve the set goals. The process would naturally unite all of them and melt away all the bias having occurred in the classroom.

Prathom Suksa 3: It was found that there was a characteristic or behavioral change on assertiveness. Before doing the activities, the students dared not to express, were shy, did not always respond to the teacher's question, etc. The teacher had carried out the encouraging activities in in classroom by having the students to write up the expression for encouraging friends in doing things on the sheet post it on in heart-shaped board in front of the classroom. The students were trained to come up with the encouraging words for their friend when the situation needs such as "You can do it!", the student would use this expression with him/herself and the classmates starting from the one sitting nearby before trying it with others. This kind of positive remark from friends and teacher could actually help build up moral supports onto the students. The students would be more confident in themselves both in term of speaking or doing things as they are assured that they were not along but with friends and teacher being ready to help and provide moral supports. The process has socialized the students to love and help one another and feel happy in coming to school.

Prathom Suksa 4: There was some the characteristic or behavioral changes. Before being taught by the activities designed in the instructional model, the students would only work in the group of their close friends most of whom were

students from the same ethnic group. After carrying out the activities to facilitate the students to know themselves and others, open heart to accept the difference existing in classroom such the session on “Activity that I Created and I like” through which the students could describe their feeling on things and present in front of the class before class discussion. The activity had enabled the students to understand themselves and others more to facilitate them to work with them without concerning about ethnic difference. They had learned to co-exist in the unity and listen more to their friend’s opinion, respect rights of others. When they would like to use a friend’s equipment, they would ask for the permission every time. They had increasingly helped one another in carrying out the class work. They increasingly look for the unity in classroom without any discrimination. They are braver to express what they like or are proud of and show their ability for others to know without any shy. They learn more about their strength and weakness. They have become a good listener using verbal and body languages that do not lead to any conflict nor violence. They could work along with others without any quarrel nor conflict.

Prathom Suksa 5 : There was some change on characteristics or behavior of students. Before studying through the activities organized along the model, students always had conflict during their group working or any collective activity in which some were cooperative, some participated because they were made to, and some paid not attention. In the working group, is a student of an ethnic group was assigned to be the group leader, members of the group from other ethnic groups would not provide cooperation as much as they should. After running the activities for developing instructional competency in the classroom with ethnic diversity, such as Bingo game could, the students were made to more understand the feeling of others, learning more to put oneself in someone else's shoes, learn to appreciate the success of friends and theirs, expressing good feeling to oneself and others, telling the good side of or being proud of oneself or other to let others to know, listen to the opinion of others, recognize the friend’s good feeling and action, controlling feeling with appropriate method, listen to others and persist on one’s feeling in reasonable way to be acceptable by friends, propose the solution for the conflict occurring in the group basing on the valid facts through appropriate way, have fun, and perform the behavior that keeps oneself and friends happy, generous to one another, and happily co-exist.

Prathom Suksa 6: It was found that before carrying out the activities along the model, the students divided themselves clearly into ethnic group. They had some conflict using verbal fights quite often particularly female students. They high competition in doing the class work and satirizing friends with low performance. After launching the activities with the students either through game or working group process, teacher's or friend's moral supports, and helping one another, it was found that the students could increasingly accept self of one another. They use the proper term to refer to the ethnicity and accepting one another ethnic group's aptitude or ability. Shan, for example, had learned academic things well. Dara-ang could be well adjusted to the society. Lisu could maintain their culture well. Last but not least, the low-land natives have the best language ability. Ethnic students recognize values of other groups. They divide responsibility in carrying out the group assignment both of the responsibility inside and outside school. The more senior students would accept the burden of helping the junior ones. Both take care of the school. Students have come to accept more the behavior other ethnic group students either the verbal one, costume, and way of life.

From the empirical data, it could be observable that the goals of providing the instruction of the teachers for the classroom with ethnic diversity at every grade were to solve the student's behavioral problems that had affect the co-existence. Thus, in developing the student's characteristics for the classroom with ethnic diversity, it should focus on the behavior in respecting rights of others, accepting the cultural diversity, and co-existing in the culturally diverse society. The teachers have to have significant role in teaching or organizing the activities for the students. This contention is congruent with that of Yongyuan, Banyat, and Padungpong, Chaiwat (2007: 11-14) who had described the crucial roles of the teachers in multi-cultural educational provision covering, firstly, building up the correct attitude and value concerning ethnicity onto students through the instructional process without bias and setting themselves as the model. Secondly, the teachers had to accept the concept of cultural difference and co-existing in the culturally diverse society. Thirdly, the teachers had to have knowledge, attitude, and skill in communicating, building up the desirable atmosphere in the classroom, and organizing the instructional activities to convey the principle of equality to facilitate the students to understand and accept the cultural difference and diversity. Fourthly, the teachers had to promote the attitude for accepting

the individual or group of individuals who had differed from them no matter it was on ethnicity, religion, or culture. Fifthly, the teacher had to be without bias or prejudice against the students differing from his or hers, and learn about students of various groups.

4.5 One result occurring at the School and community was the School's annual fair on "Method to Learn about Our Cultural and Ethnic Ways" collaboratively organized by the School and the community to build up the identity of school and to build up the confidence in selfhood of students in the culturally diverse society. As the result of the workshop on developing the teacher's instructional competency, the awareness on cultural value of the ethnic group students and significance of the community had led to the attempt to build up the School's identity. In the activity for developing such competency of the teacher, a resource person was a member of ethnic group and had experience in learning through the classroom with ethnic diversity who was invited to participate in the seminar. The topics of the seminar included (1) The violence got from friends or teacher, (2) Assistance got from friends and teachers, and, (3) The self-adjustment for creating one's space. The resource person had pointed out that the teacher's words or statements had tremendous impact on the student's life. They could turn over one from a bad guy to be the good one or vice versa. The teacher's either through eyes, gesture, or words, with or without intention, would affect the student's spirit and confidence in doing things in their life. Confronting the teacher's nonacceptance or disgusting manner, the students would have to be patient or escaping or denying their present being. They would hide themselves and sometimes were too tired, despaired, or hopeless. Until one day, when they realize why they had to get away from it. Why not accepting it – his/herself? The first feeling one got was the relax to become oneself – not need to get away from who they are. There is nothing wrong with being an ethnic person. This resource person had been successful in his life and work on educational and cultural provision for the group of hill-area people in Thailand as a personnel responsible for competency development. When the teachers had heard the story, they had thought back to their students who should gain such realization. This was an origin of the School's annual fare on "Method to Learn about Our Cultural and Ethnic Ways" collaboratively organized by the School and the community to build up the identity." The event was the conclusion of the research to develop the model for

developing the teacher's instructional competency for the multi-ethnic classroom to equip the students with the characteristics of respecting rights of others and co-existence in the culturally diverse society. The outstanding point of the fair was students expressing themselves culturally in their ethnic group while facilitating the learning exchange within every ethnic group. The most important thing was that this fair had been contributed greatly by the cooperation of the parents and community. In the process of fair, the students from nursery to Prathom Suksa 6 levels were divided along their ethnic background coming up in 4 ethnic groups - Dara-ang, Lisu, Shan, and native low-land people. Each group had the teacher, representative of the parents, and representative of the family as the consultants in carrying out the various activities. From the researcher's observation, the students were excited with this fair as they would have chance to dress up in their ethnic group's costume. Such chance is very rare now. In the fair, exhibitions of each ethnic group were set up coming up in form of the booth. When audience had visited each booth, they would be impressed in the unique form of exhibition as each group had different main points and cultural identity. The exhibition was interesting and admiring. In each booth, the exhibition was nicely displayed with the booth's caretakers dressing up in ethnic costume, displaying history of their ethnic group with pictures. In the fair, students were dressed up in their ethnic costume walking around with smile and happy face. The musical instruments and handicrafts with unique ethnic styles, and way of life through cooking were displayed and demonstrated. The Shan food was the fried soybean cake or Tofu dipped with the black-colored sauce tasting soft and delicious. Dara-ang have "Khao Puk" which was made of sticky rice having been pounded to be bended together before spreading it to be the thin sheet to be dried in the sun. After it was totally dried, it was eaten by dipping in sweetened condensed milk tasting good. Lisu people cook by steaming sticky rice mixed with the sugar the "Grey-headed soft-boiled rice" which was made by boiling sticky rice mixed with sugarcane juice. People eat it when it's still hot. The low-land folks cooked "Khao Pam" which was done by stirring egg together and put in the sauce one likes before pouring down on to the banana leaf vessel before steaming it up smelling and looking delicious. The students joyfully divided responsibility under the supervision of the teachers and parents. At the space in front of the stage, there was a play on bamboo walking sticks played by Prathom Suksa 3 Lisu children who skillfully used them. On the stage, there

were the plays circulated by each ethnic group. Shan performed the lion dance collecting the donation for buying lunch from the audience. Dara-ang showed “Jakhue” or “Poitewe” dance with someone from the community coming up to play the musical instrument for the dancers. Lisu sang and “Jakhue” as well in the style unique along each ethnic group. The low-land folks performed “Khandok” dance with delicate gesture. Every student was happy in having expressed themselves and exchanging learning with friends whose culture had differed from theirs. They expressed themselves without shy being reading the adjust themselves to the difference to come in the future and get set for co-existing in culturally different world by happily accepting and respecting the cultural diversity. This is congruent to the method recommended by Pennington, et al. (1999: 341) who suggested that, in reducing bias and solve the problem of discrimination, the concerned individuals had to set up the goals for the common success. In organizing the new group, its members have to promise to mutually work. The suggestion is similar to that of Chuenmanuse Orathai (1973: 164-170) who proposed the method to solve the problems on bias or reduce it by utilizing the shared coping approach basing on the assumption that members of a group share the same objectives and have the common responsibility to operate to achieve such goals. This type of relationship would help reduce bias along the principle of the shared coping approach. It is further assumed that when the level of cooperation and interdependency is higher, it would increasingly help reduce the bias. The common experience would help reduce the strong feeling of hate that one group has on the other as such common experience would Bring up the friendship among people from different groups.

4.6 In general, the effect of the model for developing the teacher’s instructional competency for the classroom with ethnic diversity was at much level. The first three factors are having various activities, understandability without much complexity, and useful for educational development. In constructing the model, the researcher had created the questionnaire to find out about the guideline or method in developing the teacher’s instructional competency in the multi-ethnic classroom, coming up with 4 aspects, namely, getting to know ethnic students, respecting rights of ethnic students, instructional techniques for the classroom with ethnic diversity, and the promotion of self-construction for the ethnic students. The researcher had mobilized the ideas from the experts who were university lecturers conducting study on educational

provision in the classroom with ethnic diversity and had experience in teaching the culturally diverse classroom, the superintendents, and the teachers affiliated with the Secondary Educational Service Area Office 34, the Special Education Bureau, and Chiang Mai Chiang Rai, Lamphun, and Mae Hong Son Primary Educational Service Area Offices totalling 36 of them. All these experts had experience in teaching for the classroom with ethnic diversity for more than 5 years. The process had been facilitative in organizing the activities. Goals of the model had clearly aimed at enabling the teachers to apply the in classroom composed of students from various ethnic groups. Consequently, the model had to be easily understandable and had no complexity in being applied nor adding to much burden on the teachers. The most important thing is that after it was applied, it should really help solve the problem occurring in the classroom with ethnic diversity. From observing the behavior of teachers and of student, it had yielded the benefit for educational development and responded to the real context in the present society. The implementation of the model in the school at this time was the result of the cooperation of the school principal, teachers, students, and the researcher leading to its effectiveness at much level. Similar finding was also derived by the research conducted by Kijkuakul, Sirinapa (2010: 45-58) who had studied on the synthesis of the teacher developing model along the education reform. The experience from the theses conducted during 2000-2008 had revealed that the factors enabling the process for teacher development were the needs for self-development of the teachers, the supports of the administrators, expertise of the resource person, and nature of teacher developing activities, including the cooperation among teachers, administrators, resource persons, and the researcher.

5.3 Recommendations

Recommendation basing on the research findings:

1. The personnel of the educational provision concerned agencies such as the secondary educational service area office, primary educational service area office, office of the private education commission special education bureau, local administrative organizations, and schools should have instructional competency in the multi-ethnic classroom in the aspect of getting know ethnic students, and the

characteristic of respecting rights of ethnic students, and instructional techniques for the classroom with ethnic diversity and the promotion of self-construction for the ethnic students along the activities as follows:

1.1 Organizing the orientation for the teachers having been recruited or setting or the training for the teachers teaching in school with ethnically diverse classroom by using the workshop's program on the model of teacher's instructional competency in the multi-ethnic classroom as the content for developing the teacher's instructional competency to build up the common awareness on the way of life and basic culture on of students enrolled in the culturally diverse classroom leading to the instructional organization to assure student's respecting rights of others, and accepting cultural diversity, and happily co-existing in the culturally diverse society.

1.2 During any training, seminar, or symposium, there should be the introduction on the contents or integrated activities for developing teacher's instructional competency in the classroom with ethnic diversity, particularly, the new instructional techniques focusing on the student-based approach to enable the students to work together with others utilizing group process in carrying out the activity. Democracy and equality principles should be focused including the method for reinforcing or providing moral supports for students through the use of words and gesture for the teachers to apply in the classroom with ethnic diversity.

2. Teacher-producing organization such as the Faculty of Education of various universities should integrate the activities of education or teacher-concerned courses with the 4 components and 35 indicative behaviors on teacher's instructional competency in the classroom with ethnic diversity to assure the teacher student's awareness on cultural difference of the students in culturally diverse classroom and build up the good attitude toward ethnic students.

3. The teacher in the classroom with ethnic diversity has to have the personality of the one who easily smiles, is kind, just, and reasonable, listen to opinions of others, is sincere, polite, equally pays attention to every student, is determined to train the students to know their self, knows how to solve the problems, and learn to lead him/herself to the peak of success with consciousness and morality. All these behaviors would make students feel that the teachers have understood them, been sincere, could accept their real self.

Recommendations for Further Research

1. There should be the study on the model for developing the teacher's instructional competency in classroom with ethnic diversity for the teachers in schools affiliated with the secondary educational service area office, office of the private education commission, schools under the local administrative organizations, and special education bureaus.

2. There should be the study on the model for developing the teacher's instructional competency in classroom with diverse ethnicity in other parts of the country such as the Central, Northeastern, and Southern parts.

3. There should be the study on the model for developing the teacher's instructional competency in classroom with diverse ethnicity by integrating into the instructional activities in various learning strands.

4. There should be the lesson extraction on the basic cultural rituals of the ethnic group to be used for developing the instructional activities to implant the morality onto students in the classroom with ethnic diversity.

5. There should be the study on the model for cultural exchange of the ethnic group people through the instruction for the classroom with ethnic diversity to develop the instructional model widely applicable for the culturally diverse classrooms all over the country.

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