

Development of Bilingual Teaching Models According to Multicultural Education Approaches Using English and Ethnicity Language

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Abstract

According to the multicultural approach, educational administration aims to assist students in embracing and appreciating both their own culture and other cultures that are different from their own. It encourages pride in one's own culture, pride in discovering other cultures, and pride in knowing how to use information wisely. Every learning center has to offer multicultural education because, if students and educators don't learn about cultural variety through the learning center's activities, they can elsewhere in society. The goal of the project is to create bilingual teaching models employing English and language ethnicity at the Office of Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province. The research methodology was conducted using developmental research methodologies. As students at the Office of Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province, Thailand, come from a variety of ethnic backgrounds and each ethnic group has its own distinctive cultural traditions and ways of life, the research findings showed that where everyone will learn about the diversity of cultures present in society, it is essential to successfully manage teaching and learning in English classrooms that meet the needs of many students. Findings can be used to the delivery of education for multicultural schools in order to support equity in education in line with the concept of multicultural education. This involves managing learner differences. The unique aspect of this study is the creation of a bilingual teaching model based on a multicultural education approach using ethnic languages and English, in terms of learners' English classroom proficiency that will affect academic achievement, and the significance of curriculum development teaching techniques using various techniques, that can assist learners in studying according to their individual language proficiency to achieve better academic achievement.

Keywords: Bilingual teaching, Multicultural education, Ethnic language, Multicultural society, Non-formal education

Introduction

It is obvious that the numerous social and cultural differences across the diverse cultures in each region of Thailand are due to racial, ethnic, and religious variety, which results in a wide range of lifestyles in each culture. For instance, depending on where they reside in the lowlands, the highlands, or the desert people from various cultures have diverse habits, customs, beliefs, and values. The variations in civilizations' dress, eating habits, and rituals are also influenced by topography, climate, and geographical factors. (Reungsri & Dhedchawanagon, 2021) Economic conditions, industries, job characteristics, and work will influence people's beliefs and values in addition to the economic model. Those with Western ideologies, for instance, who link to their way of life through technology, would have distinct views than others who rely on agriculture or the natural environment for their way of existence. But individuals who understand that everyone has the right to have various beliefs and behave in different ways in many cultures are essential; living in peace with variety enhances adaptation while eliminating disparities and extending social and economic possibilities. (Sajjawathit, 2003)

In order to foster an understanding of acceptance and respect for the diversity of ethnic groups, educational institutions or educational policies must provide adequate variety and refrain from contributing to societal prejudice. As students and teachers may encounter multiculturalism outside of the classroom, every school must provide intercultural education. The significance of multicultural education in educational institutions is viewed as a process that must be included into all levels of education so that children and the general public may grasp it without becoming offended. Moreover, differences in gender, race, color, language, religion, creed, way of life, and other aspects that might not be as relevant must be considered. (Buadang, 2003) As a result of the necessity to figure out how to make it so that children and the general public can understand and eventually embrace these discrepancies, school administrators, teachers, parents, and communities are major participants in this issue. In certain schools, multicultural education is taught as an obligatory topic, and associated activities are organized. These gatherings provide children of all ethnicities the chance to fully express themselves in order to strengthen that understanding. It differs from traditional education, which mainly concentrates on the culture and welfare of enormous populations, in that it educates pupils about other civilizations how histories, cultures, and ideas are related and provide a diverse perspective.

Therefore, the importance and purpose of managing education in accordance with the multicultural approach is a concept that begins with giving importance to all students, by providing a learning environment that has the characteristics of educational equality, allowing students to develop themselves in the best way possible. An essential factor that will cause educational institutions to adapt in order to create an atmosphere that values equality is to stop focusing on any one factor and instead make curriculum-wide changes to schools. It is a continuous process with the aim of excellence, i.e. educational equality, the eradication of

prejudice, and therefore a multicultural society. (Assalihein, 2010) Therefore, a multicultural school is a group of people or groups of students who are diverse in terms of their racial and ethnic origins, lifestyles, religious beliefs, languages, and practices, as well as the various thought processes and symbols that result from factors like culture, religion, race, age, gender, social class, and education. (Reungsri & Dhedchawanagon, 2021)

Richards (2006), the Director of the British Consulate, also looked for studies on the topic of teaching English in secondary school and discovered that no nation has ever initiated a program of English language instruction in secondary education before ending it, and commented that the important issues that the Ministry of Education should consider should not focus on the issue that “When will you start studying?”, but should focus on the point that “How to start learning”, will be more beneficial and productive than properly preparing to learn English as a second language. It is more significant than a child's age that those who are interested in English learn it effectively because they want to and have a favorable attitude toward both the instructor and the topic being studied, which is comparable to the first threshold that pupils will cross to enter the domain of knowledge. Even a simple lesson is ignored if a student has a negative attitude toward the teacher or the subject. As a result, the responsibility of the instructor is to instill in the children a constructive outlook on these issues.

In the Office of Non-Formal and Informal Education in Thailand Samoeng District, it was found that kids from each community engaged more socially with one another, demonstrating that people have different perspectives, convictions, emotions, and actions. It is essential that students who are a part of schools and communities learn the rules and regulations that should be followed or avoided according to each other's etiquette in order to prevent conflicts and promote harmony and coexistence among different races, ethnicities, lifestyles, beliefs, religions, and customs. In order for members of one group to live peacefully and amicably with members of other communities, there must be a set of standards for conduct and treatment between them. Since humans are social animals who need to live in groups, we cannot deny that rules must exist in every society, whether it be a school or a community. (Charoensri, 2002)

This enables everyone to accept and respect both their own culture and other cultures that are different from their own, which, given the context and significance described, allows us to draw the conclusion that educational administration using a multicultural perspective is a form of education that tries to inspire pride in one's own culture as well as pride in learning about other cultures. Knowing the appropriate use of knowledge, every learning center is required to provide multicultural education because, if students and those involved in educational administration do not learn about the cultural diversity through the learning center's activities, they can do so from sources outside of society. As students at the Center for Non-Formal and Informal Education in Samoeng District of Chiang Mai Province in Thailand are from a number of ethnic groups, each of which has its own unique cultural traditions and ways of living, everyone will learn about the diversity of cultures existing in society. Instructors and those involved in learning management, especially those involved in the language culture, must rely on the concept of multicultural education to manage English language classrooms that successfully fulfill the needs of various learners.

Objective

1. To create bilingual teaching methodologies utilizing English and language ethnicity in the Samoeng district of Chiang Mai Province at Thailand, in accordance with multicultural education methods.
2. To learn more about how the methodology is applied to bilingual education in the Samoeng district of Chiang Mai Province at Thailand, using English and language ethnicity in accordance with multicultural education methods.

Concepts and Theories in Conducting Research

1. Mother tongue-based (MTB) and multilingual education (MLE)

Malone (2006) bilingual framework is critical to the hierarchical development of language and brain development, which has been applied as a guideline for bilingual/multilingual education management, with details are as follows;

1.1 The concept of language learning development using the principle of “ladders”

The transition from learning a first language to learning a second language involves a developmental stage that begins with the development of strong listening and speaking abilities before progressing to reading and writing abilities in a ladder-like progression, as seen in figure 1.

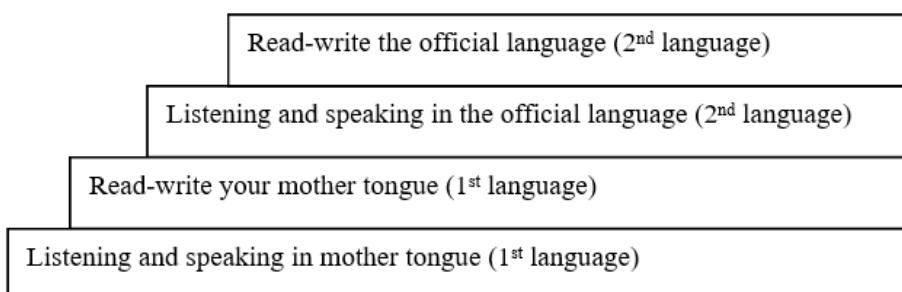


Figure 1 The concept of the principle of “stair step”

Source: Malone (2006)

In order to give children whose mother tongue is different from their school language a strong foundation and lay the groundwork for proper methods of bringing children from home to school, extending from home language to school language, the image shows how important it is for efficient administration of education to use mother tongue or first language as a medium of instruction from early childhood or the first year of schooling.

In which the child will take time to adapt and learn to a new place with the language that the child is familiar with first (listening-speaking, 1st language), then when the child is ready for a while, then prepares for writing by linking the language used to listen-speak into written language (read-write, 1st language). Subsequently, it connects from the 1st language to the 2nd language, laying the foundation for the 2nd language by listening-speaking, as well as the first language (listening-speaking, 2nd language), and leading to writing in the second

language by linking letters (reading-writing, 2nd language). Nevertheless, beginning the teaching of a second language should be separated from the listening-speaking in the first language, which is the development of the cognitive system. This separation may occur at a time when the child is already prepared to read-write in the first language or later.

1.2 Bridging language learning concept

Bilingual or multilingual education and learning rely on the concept of bridge language to connect from the child's mother tongue to the official language by using the child's mother tongue or first language. This helps children build a solid foundation of knowledge. This is because children learn well from the beginning through the language that they have the best understanding of, which is their mother tongue, and because there is a systematic and sequential link to the second language. Children also understand prior knowledge or fundamental knowledge that is learned during childhood, as shown in Figure 2 below.

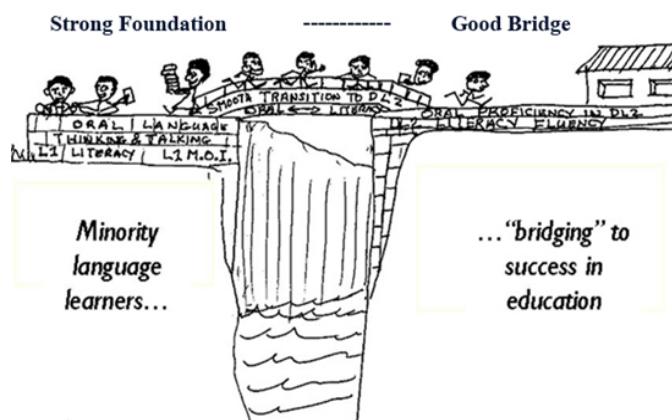


Figure 2 Bridging language learning concept

Source: Malone (2005)

The bridge is made up of steps and processes that link to one another utilizing the ladder idea, as can be seen in the diagram above, and it is strong and capable of guiding the child to the other side in safety and security. Using the mother tongue as a teaching tool, emphasizing thinking and speaking, then reading and writing in the first language, and finally using the second language teaching method to connect listening-speaking skills and read-write skills in a second language, and continuously strengthening both languages, are all ways to achieve learning in both languages. The process of teaching and learning from the mother tongue to the second language, on the other hand, will not be as successful as it should be and will lead to enduring educational problems if there is no relationship, such as the bridge in figure 3 below.

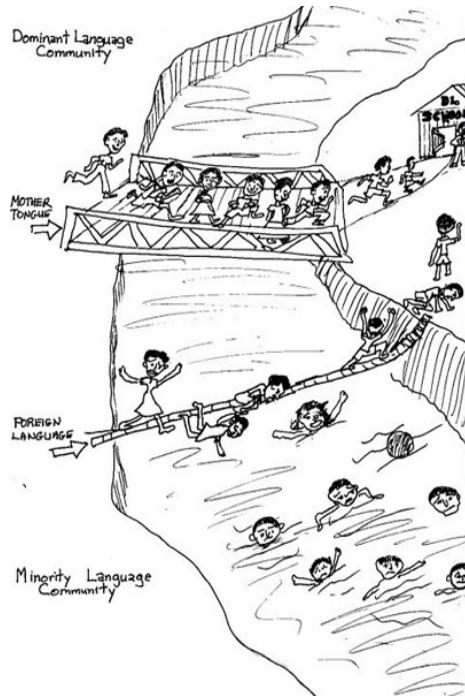


Figure 3 Bridging language

Source: Malone (2005)

The idea of a bridge without a strong foundation or framework, or one with an incomplete construction, serves to emphasize the need to study content that is still not fully comprehended in order to gain comprehensive language abilities. This will cause several kids to tumble off the bridge or fail to cross it to the other side. This is the scenario with ethnic children across the world, as opposed to the bridge in figure 2 above, which has a solid base in the child's mother language and is known to the child (Malone, 2005).

1.3 The concept of teaching and learning with a student-centered approach (Child Centered)

A term inspired from research by Dewey (1963) that focused on “Learning by doing” or “Learning by Doing,” learner-centered instruction is described as teaching and learning that is based on the advantages and benefits of the learners. This learner-centered approach, which is a widely adopted idea, changes the learner's position from that of a “receiver” to that of a “learner,” and the teacher's function from that of a “instruction or knowledge transfer” to one of a “provider of learning experiences” for students. As the roles have been reversed, the student is now the focus of learning, not the teacher. The learner thus plays a significant role and assumes a central role in both teaching and learning.

1.4 The concept of second language teaching methods using total physical response (TPR)

Jame Asher (1982) developed a method for teaching a second language using the TPR (Total Physical Response) by combining his understanding of the right and left hemispheres of the brain with his understanding of the neural connections that underlie language perception. By hearing the words which are commands observing the instructor's demonstrative gestures, and then copying them after hearing the words, the language is recognized as a language that is tied to the movement of the body, allowing him to codify and develop a method for teaching language in its most natural form. There are numerous TPR teaching methods, including TPR-Body, object, image, and story, depending on the appropriateness of the vocabulary set and supporting media. To put it another way, language acquisition and body language expression (Therefore, the vocabulary used is a set of commands that can be executed).

2. Concepts of learning theory and their application in bilingual teaching policies using English and ethnic languages.

The principles of learning development, networked learning, learning, social learning, and language and sociocultural learning have been the cornerstones of bilingual education and learning administration, and they are as follows;

2.1 Concepts about the development of learning

This idea is how Piaget (1980) investigated how people learn and holds that learning is both absorbed absorption and accommodation, and that people have an innate need to learn about the world or the objects around them and retain knowledge gained under the functioning of the brain system. Piaget (1980) identified four phases in the maturation of learning or the maturation of human cognitive skills; (1) sensorimotor stage, (2) preoperational stage, (3) concrete operational stage, and (4) formal operation stage.

2.2 The concept of networked learning or schema theory

In the past, the Greek philosopher Plato (1985) spoke of the cyclical and interrelated systems of thinking in the human brain, while Piaget (1985) spoke of a collection of informational perceptions that are taught in accordance with the way the brain system functions. Both of them refer to this as a schema, thought network, or thinking structure. Educational psychologist Anderson (1977) has extensively researched, developed, and articulated the schema theory in the following ways;

The technique by which the thinking system of the brain learns new information by methodically connecting previously learned information with newly acquired information is known as thought network learning theory or thought structure (Schema). This internal process of knowledge association links coherent or disparate knowledge through a system of comparison before being assembled (processing requires prior knowledge to compare, assess, and analyze) to provide an understanding of new knowledge. Learning results are compiled into knowledge structures that are then utilized to link new knowledge; these knowledge networks can be flexible or alter in structure based on the cycle of thinking networking. The success of learning new ideas depends on the capacity to link new ideas with existing information, and this mind network learning involves the following fundamental components:

(1) general knowledge or basic concepts; (prior knowledge); and (2) connection of new ideas. Therefore, learning new topics or expanding learning as an adult will be extremely effective if the preceding information is of excellent quality or the individual has a solid comprehension of general knowledge from infancy. The idea's learning network when it comes to understanding knowledge, it's crucial to remember that traditional knowledge and old knowledge (concepts) are perceived by people as fundamental truths that never change, as opposed to new knowledge that develops through the linking of old and new knowledge and can change depending on how those knowledge associations turn out.

2.3 Social learning theory concepts

However, Bandura (1977) theory describes human cognitive behavior in a social context. According to this view, people learn new things through observation (attention), which leads to the memory, recording, and structuring of information (retention). The brain then directs a replication (motor reproduction) or imitation based on seeing and memorizing what the prototype performs (if the subject is a youngster of learning age). After which it is analyzed to inspire action by learning from others. by studying how words (compliments) affect people's emotions, which might lead to repetition or practice to help people get better (until they are satisfied or lose motivation to perform).

The foundation of social learning theory, which supports the growth of children's learning, is imitation (replication), which is practiced and stimulated repeatedly until it develops into a skill or until it is mastered and can be performed at a level equal to or higher than the master. Children pick up new knowledge as a result of this development. Bandura (1977) analyzes the developmental implications of social learning on whether or not learning is successful. Observation, record-keeping, and practice (depending on the purpose), the setting for the observation must be suitable to observation. Additionally, recording is not simply memorized; it is also structured by turning the information acquired into words, images, symbols, or text in order to improve comprehension, apply it, or reproduce it. The effectiveness of learning is therefore dependent on practice or repetition. Also, it has been demonstrated that when motivated by an acting incentive, people may be trained and have a predisposition to imitate behavior that is similar to their own, respects their status, or is viewed as being valuable enough to be lead in a practical manner (motivation can mean compliments, applause, gifts, or recognition from others, etc.)

2.4 Social-cultural learning theory

Vygotsky (1997), a Russian scholar who studied medicine, philosophy, history, and law, conducted research on child development and educational psychology and discovered that human social and cultural learning involves language, ideas, social and cultural interactions, imitation, as well as guidance and assistance. These factors all have similarities to the idea of social and cultural learning Anderson and Bandura, but they differ in the following ways;

Language: thoughts and language are unrelated in the early stages of a child's development, but as they grow increasingly connected as they mature, thoughts are expressed via language, and language gets more logical as a result of more thought. As a result, Vygotsky (1997) notion differs from other psychologists' concepts. Children of the same generation use language to express their inner thoughts and to exchange ideas with others. Children begin

interacting with others through activities before transitioning to self-talk to express their views. Later, as the infant gained more knowledge and comprehension of things, the voice it used to communicate with itself progressively became quieter and eventually stopped speaking altogether. Which, when done so with intelligence, reveals one's own development of knowledge and consciousness. In order to better understand oneself, internalization is the act of generating new knowledge from the inside out by reading words or natural occurrences through the lens of one's own beliefs.

Social Interaction: because of biological restrictions, babies are born with lesser levels of mental abilities such as basic memory, simple perception, and attention. A kid may find it too challenging to use their imagination or to permanently imprint particular events in their memories. However, social connection with parents, teachers, and other caregivers and supporters will aid the child to create and the child can learn without limitations, depending on a social environment that permits kids to engage with others nearby who support them. In addition to the interaction between the expert and the novice, where the more experienced expert helps the beginner, assistance is also provided in the developmental border area. Vygotsky (1997) description of developmental corridor aid has a deeper and broader connotation that encompasses social cooperation in action.

Culture: according to Vygotsky (1997), children adjust their cognitive abilities in accordance with their social and cultural experiences, and this process continues until the knowledge they acquire leads to higher mental functions. Each culture imparts to the children its distinctive characteristics of beliefs and values, helping them become aware of what they are thinking and what is appropriate.

Imitation: Vygotsky (1997) defined mimicry as the vital function of imitation in learning and development. For instance, if a student is having trouble with a math issue, the teacher should write the problem out on the board. Children may mimic the teacher's problem-solving strategies at that point to develop their own understanding, but if the teacher asks the teacher to solve more challenging math problems without providing them with examples, extending what has been learned into what is new to learn, the child may not be able to comprehend at that time. This type of math issue has to be solved by teachers several times so that students may build self-learning and progressively mimic problem-solving techniques.

Guidance or Assistance: Vygotsky (1997) stresses the presence of more experienced people to provide assistance in circumstances. Mentoring or aiding is a social cohesiveness that supports cognitive growth and cognitive development; it is learning through nurturing and improving early learners, and offering a "scaffold", or in the context of learning, a "scaffolding" complement to learning, which Vygotsky compares to help for learners to develop their problem-solving skills.

2.5 Bloom's Taxonomy

In Benjamin Bloom work from 1971, he and his colleagues examined, created, and categorized behaviors that indicate different stages of brain development (Level of Learning), or the development of learning, subsequently revised the model of such phases of development but still frequently referred to in accordance with the previous theory, Bloom's Taxonomy, the

form of information collected derived from the concept of Susan Molone (2008) as illustrated in Figure 4.

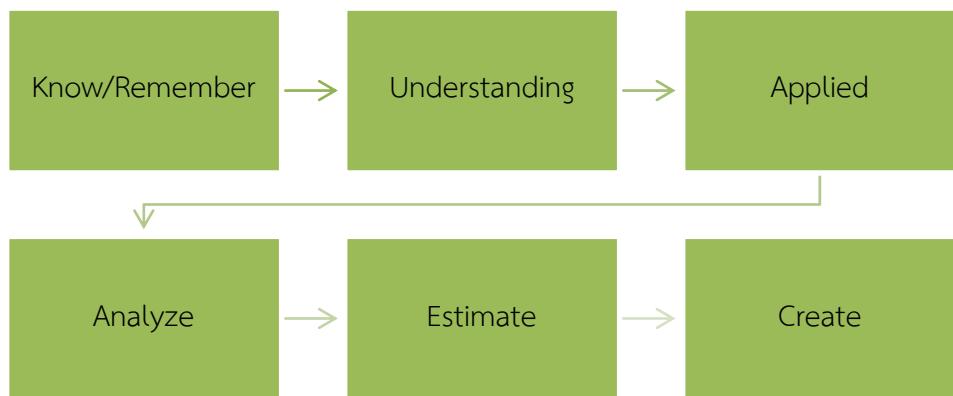


Figure 4 Bloom's Taxonomy of Education Objectives

Source: Malone (2006)

3. Multicultural Education

With the purpose of giving students of many races, ethnicities, social backgrounds, and cultures equal educational opportunities, “multicultural education” aims to develop a sense of good ideals about human cohabitation and improve all learners' learning abilities. There are many scholars who have defined the meaning of education according to the multicultural approach, such as; for instance, Yothakan (1998) condensed the definition of multicultural education as meaning education about cultural diversity in society, which is a process of changing the structure of the school curriculum, accepting and respecting the cultural diversity of students as the result of the culture in that society, resulting in a shift in educational management that takes into account the needs of students in various contexts, as well as the context of students both inside and outside the school, in order to motivate students to succeed in their studies and remain collaboratively and contentedly with others in society. According to Banks (1994), multicultural education is a notion of educational reform and a method whose main objective is to alter the makeup of educational institutions, giving pupils of all genders, those with special needs, those from diverse racial and cultural backgrounds the opportunity to succeed academically on an equal basis.

According to Cortes (1996), “multicultural education” refers to the process by which teachers assist students who have culturally diverse backgrounds in becoming more tolerant, cooperative, and empathetic toward one another as well as seeing the practical advantages of interdependence, sacrifice, and justice. The growth of mutual understanding and interdependence via Multicultural education implies that societal differences come from a lack of human judgment, the embrace of cultural variety does not lead to divisions. Because everyone needs to exchange cultural variety within the same country, multicultural education is important in all schools, not only those where students or educators come from various cultural backgrounds. Schools should thus offer chances for pupils and everyone involved in

school education to broaden the limits of cultural variety from the immediate to the distant in order to promote mutual understanding and interdependence.

Which from the aforementioned meaning is enough to be able to conclude that educational management in accordance with the multicultural approach is an education that aims to allow everyone to accept and appreciate their own culture and other cultures that are different from their own culture, it causes pride in one's own culture, and pride in learning other cultures as well, and it causes pride in knowing the appropriate use of knowledge. Every school must offer multicultural education because, if students and educators are unable to learn about cultural variety through classroom activities, they may do so outside of the classroom in the community, where everyone will be exposed to the diversity of cultural traditions.

3.1 The conceptual framework of multicultural education

According to Banks (2001) conceptualization of multicultural education, all children should have the chance to get an equitable education regardless of their sex, class, status, race, ethnicity, language, religion, or culture. On the other hand, it might be argued that the concept of multicultural education is derived from the observation that some children with particular traits have access to more learning opportunities than others. In addition to promoting the academic achievement of all students and viewing schools as a multicultural social system, which has connected and different parts, multicultural education also aims to regenerate the atmosphere within schools or other educational institutions. Therefore, all fundamental elements of the school must be altered for education reform to be egalitarian.

During World War 2, there was a significant global movement of numerous ethnic groups, which is where the idea of multiculturalism first emerged with prejudice dividing people into different national groupings in each country. Asian immigrants moving to England, African and Indochina migrants moving to France, vast numbers of Italian, Greek, and Turkish immigrants moving to Northern and Western Europe, etc. Multicultural social change projects start in earnest in the United States, where the majority of immigrant groups encounter prejudice and racial discrimination in all spheres of life, including schools and outside of society. By the 1960s, African Americans had started to demand their rights, calling for the abolition of racial prejudice in employment, education, and the study of various ethnic groups. They also demanded that educational reform include more consideration of their identity, including their experiences, history, culture, perspectives, and way of thinking. It also required schools to recruit more black teachers and administrators and to update their textbooks to reflect the ethnic variety in the United States (Banks, 2001), which is where the concept of multiculturalism originated. Since objectives like equality in education and the abolition of prejudice in all spheres of life have not yet been achieved in society, multicultural education is a constant process. The main objective of multicultural education is to assist students in gaining the information, attitudes, and abilities necessary to play roles in their own subcultures, the collective's core cultures, other subcultures, as well as in the larger global society. Moreover, multicultural education is a concept that has many different dimensions, Banks (2001) divided the concept of multicultural education into five dimensions;

1) Content integration occurs when a teacher incorporates examples and material from different cultural contexts into his lessons.

2) Through the knowledge production process, teachers help students comprehend, find the truth, or determine whether underlying cultural beliefs, preconceptions, or biases can affect how genuine knowledge is constructed.

3) Prejudice reduction is the process through which teachers utilize classes and other activities to help students become more accepting of people of other races and ethnicities.

4) Equity pedagogy is the practice of teachers enhancing their instruction to motivate learners of all racial, cultural, gender, and socioeconomic backgrounds to succeed academically. This includes employing a range of instructional strategies that are tailored to the various cultural and racial learning preferences.

5) A supportive school climate the management style and organizational culture that promote equality in terms of gender, ethnicity, and socioeconomic class inside the school are another crucial component of multicultural education. Everyone must be involved in improving the school's structure, including the grouping and categorization of practical exercises, participation in activities and sports, imbalances in student enrollment in extracurriculars, and interactions between interracial staff and students. The model and management within the school must also be determined by all members and staff within the institution to create a culture within the school that will help strengthen potential to students of all races, ethnicities and genders.

The aforementioned concepts of the five dimensions are interrelated and interrelated, as shown in Figure 5 (Banks, 2001).

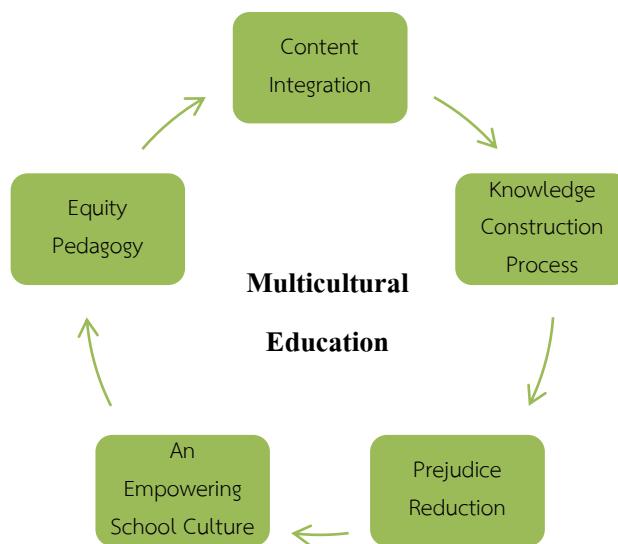


Figure 5 Concept of multiculturalism in 5 dimensions

Source: Banks (2001)

3.2 Guidelines for educational management according to the concept of multiculturalism

There is no denying that racial, ethnic, and religious distinctions contribute to the social and cultural diversity across nations. As a result, each community will have distinctive lifestyles, such as clothes, food, and rituals, and as a result, will exhibit distinctly diverse traits. Cultures differ according to geographical, topographical, and climatic factors as well, for instance individuals who live in lowlands have different eating habits, customs, beliefs, and values than people who live in highlands or desert regions. Along with the economic model, economic situations, industries, employment styles, and work will influence people's ideas and values. For example, individuals with a Western outlook may use technology in their daily lives, which is different from those who depend on agriculture or the natural world. However, in a multicultural society, it is important to have individuals who believe that everyone has the right to think, feel, and behave as they want, and that embracing our diversity improves our ability to adapt, closes gaps, and broadens our social and economic prospects.

With all schools necessarily needing a multicultural education, developing a knowledge of acceptance and respect for the diversity of multicultural groups in educational institutions or educational policies must provide sufficient diversity and must not be a source for societal conflicts. Because multicultural education is a process that must be integrated into all levels of education and that schools must assist children and the general public in understanding, if students or those involved in education management do not learn about multiculturalism from school activities, they may learn these things from the community. Differences in ethnicity, color, language, religion, belief, way of life, and gender, which may not always be equal subject, must not be looked down upon but shall instead be accepted. To find ways to help children, youth, and the general public understand and gradually embrace such differences, school administrators, teachers, parents, and communities have a major role to play. In some schools, multicultural education is included in the curriculum, and activities are planned to foster that understanding. Children and teenagers from every ethnic group have the chance to completely express themselves through these activities, allowing them to learn about the history, culture, and beliefs of other people. Contrary to traditional education, which only emphasizes the culture and welfare of sizable populations, it is seen as having a wide viewpoint.

Therefore, the significance and purpose of multicultural education are ideas that begin with the idea of giving value to all students by offering a learning environment that has the features of educational equality, enabling students to be able to better themselves in the best way possible. It doesn't focus on any one issue; rather, schools must reform in a holistic way, modifying the curriculum, and going through a continuous process. This is a crucial component that will drive educational institutions to move toward an educational environment that reflects equality. According to Assalihein (2010), the goal of excellence is educational equality, the eradication of discrimination, and subsequently a multicultural society. This goal is in line with Supa & Dhedchawanagon (2022) research, which analyzes and synthesizes the textbooks, curricula, pedagogy, and power relations structures at various educational institutions. It also explores classroom procedures and introduces the idea of gender and culturally-based analyses of learners' variety. Feminists emphasize the variety in the classrooms in multiculturalism, which includes differences based on gender, ethnicity, color, race, and handicap.

3.3 Characteristics of education management according to the multicultural approach

Nowadays, we cannot deny that Thai society has a diverse group of people in terms of culture, language, or dress, the important thing that Thai society must realize is that understanding and accepting diversity will allow Thai society to live together. The most essential thing is to provide a decent education, which must draw from a range of languages, cultures, curriculum topics, teaching strategies, and even instructors themselves, according to the circumstances of the region. As a result, there are at least three key elements that must be researched in order to manage education using a multicultural approach: an idea or concept, a movement for educational reform, and a multicultural approach-based educational process.

1) To achieve the best transformation for students in educational institutions, multiculturalism must be for all learners without discrimination of gender, socioeconomic class, ethnic group, ethnicity, or cultural features; there must be equality in the opportunity to study in schools.

2) Multicultural education is a strategy for educational reform that makes it very difficult to alter educational institutions with a big number of students, from different classes, and of diverse genders, ethnicities, and cultures in order to give equitable possibilities in education. Therefore, a comprehensive change in the educational environment of educational institutions, as opposed to modifications to just the curriculum, must be made in order to implement multicultural education.

3) The multicultural approach to educational administration is a process. As a process that must be sustained in order to achieve educational equity for all students, it aims to deliver education with freedom and justice, to erase prejudice and discrimination among groups in learners.

In order to make education a true tool for the economic, social, and political growth of the nation, these circumstances forced the educational community to reevaluate education administration. According to the state's education management policy, children should have a wide range of perspectives, be farsighted, pay attention, be a learner, be a complete individual in mind, body, society, and intellect, be knowledgeable, virtuous, capable, in a career, and be able to adapt to the current of change and be self-reliant. Especially in terms of language development, people should be able to use the local language to address the educational issues facing local youth as well as preserve and revive the local language in order to live happily in their own community as well as the global society. Employing a variety of techniques, such as constructing a writing system, a dictionary for communication and education, or books or other resources to record stories with built-in scripts in that language. The process of managing bilingual education will then begin, using the mother tongue as the foundation for learning in schools in accordance with the bilingual education management policy set forth in the Education Policy Plan 2016–2020. Managing bilingual education is still a complex issue that must place a high priority on managing education in ethnic groups.

Methodology

Research Methodology

1. Research Process

With the following research processes, the research technique was carried out utilizing developmental research methodologies;

Objective 1: To create bilingual teaching methodologies utilizing English and language ethnicity in the Samoeng district of Chiang Mai Province at Thailand, in accordance with multicultural education methods. The researcher has taken the following actions while performing the study;

1) Conduct a neighborhood survey to learn more about the English learning management system, problem circumstances, and curricula of the Office of the Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province, by conducting a seminar project for the population study, which according to the researcher has established the parameters of this investigation, this includes the study sample of people engaged in educational management for the 2020 academic year, total of 15 people.

2) Summary and analysis of the results of the seminar divided into 4 aspects; (1) curriculum and curriculum implementation, (2) instructional media, (3) instructional management, and (4) measurement and evaluation.

3) From the seminar management brought to the conclusion that analyzed the joint between researchers and personnel working in education management, leading to the development of a bilingual curriculum based on a multicultural education approach using ethnic languages and English, which is English for community tourism program, because the research area is one of the province's major tourist attractions.

Objective 2: to learn more about how the methodology is applied to bilingual education in the Samoeng district of Chiang Mai Province at Thailand, using English and language ethnicity in accordance with multicultural education methods. The researcher has taken the following actions while performing the study;

Step 1: Creation and quality verification of the bilingual teaching model according to the multicultural education approach using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province with the method of studying documents and related research, and using purposeful selection, created a teaching and learning model that was afterwards reviewed by five experts for applicability, amended as per their suggestions, and made available to junior high school instructors teaching foreign languages to use in the first semester of the 2020 academic year. Analysis of the findings will be used to implement, enhance, revise, and publish the instructional model as a complete book, ready to be used in the field with the following sample group, in order to determine the effectiveness index of the instructional model according to the multicultural education approach, the tools used in the research are:

1) Appropriate assessment of the teaching and learning model's constituent parts, which include principles, objectives, content, teaching and learning processes, measurement, and evaluation. This assessment should be done in accordance with the multicultural education approach and emphasize the importance of individual differences in learning. This is in accordance with the study of educational management in multicultural schools in four aspects according to the announcement of the Ministry of Education “2006 the year of teaching and learning reform”, which has guidelines for curriculum and teaching services According to the Basic Education Curriculum 2008, they are (1) curriculum and curriculum implementation, (2) instructional media, (3) instructional management, and (4) measurement and evaluation.

2) Appropriate assessment form for the manual for using bilingual teaching according to multicultural education guidelines using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province according to the multicultural education approach, to assess the components of the manual and the learning management plan, both assessment forms are 5-level rating scales, quality checks by 3 experts, to check content validity, by calculating the conformity index (IOC), the validation result is between 0.61-1.00.

Step 2: An experiment and study of the use of bilingual teaching according to the multicultural education guidelines ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province. In the second semester of the academic year 2020, a single-group trial was utilized to examine results solely after the trial on high school pupils who were chosen on purpose.

2. Research Tools

2.1 Questionnaire : The questionnaire contains; part 1: a status questionnaire for responses that takes the form of a checklist and inquiries about employment history and personnel roles, part 2: it is a questionnaire about the problem condition, and the effectiveness of the bilingual teaching model according to the multicultural education approach using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province, in 4 areas: curriculum and curriculum implementation, instructional media, teaching and learning management, measurement and evaluation, and part 3: it is an open-ended questionnaire for respondents to express their opinions about educational management and suggestions for improving bilingual teaching according to the multicultural education approach using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province.

2.2 A bilingual teaching model based on the multicultural education approach using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province, to promote the ability to design a bilingual learning management based on multicultural education guidelines, for teachers, and a manual for quality checking by five experts.

2.3 Evaluation form for the design of bilingual instruction based on the multicultural education approach using ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province. Is a form for evaluating products that resembles a quality criterion (rubric). The indicator is a distinct criterion that is split into

four quality levels and is reviewed in two phases in accordance with the steps of the learning management system. Planning a learning management design in step one, with all 11 indicators scoring 44 points, and writing a learning management plan in step two, with all 9 indicators scoring 36 points, for a total of 20 indicators scoring 80 points and being quality checked by three experts to ensure content validity.

3. Analysis

The researcher collected data by conducting experiments on teaching and learning activities using the bilingual teaching model in accordance with the multicultural education approach using ethnic languages and English with high school students and teachers a sample group of subjects learning foreign languages at the Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province. The experiment using information from the study materials, questionnaires, and evaluations was carried out during the course of the academic year 2020 two semesters. The researcher collected all returned questionnaires and assessment forms in order to evaluate the accuracy of the questionnaire and assessment replies before doing the statistical analysis. Analyze the data on the drawbacks and efficiency of bilingual instruction using ethnic languages and English in accordance with the multicultural education method, a total of four aspects, namely curriculum and curriculum implementation, instructional media, teaching and learning management, measurement and evaluation.

4. Scope of Research

The researcher has established the parameters of this investigation, this includes the study sample of people engaged in educational management for the 2020 academic year, total of 15 people, which includes; (1) strategy and development group, (2) educational promotion group in educational institutions, (3) educational promotion group outside educational institutions, (4) supervision group monitors and evaluates the results of educational management, and (5) a group of foreign language learning teachers. In this regard, a sample of 15 people was chosen using purposive sampling, which is a method of sample selection based on the researcher's judgment and ensures that the characteristics of the chosen group are consistent with the research's objectives. As a result, the researcher's knowledge and expertise, including their experience in the field, are necessary for the selection of a specific sample.

Results

According to research objective No.1 : to create bilingual teaching methodologies utilizing English and language ethnicity in the Samoeng district of Chiang Mai Province at Thailand, in accordance with multicultural education methods. Results from a study conducted as a seminar project for the people to understand more about the English learning management system, issue situations, and curriculum of the Office of the Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province. The main goal of holding the seminar was to make sure that everyone involved in education management was aware of the issue and its state, including issues with curriculum and curriculum implementation, instructional media, instructional management, measurement, and evaluation. Whatever the case, stakeholders agree that development must be

undertaken in order to obtain a good curriculum that is responsive to the needs of the learners and society, meaningful to the lives of the learners, flexible as appropriate, and it was created with the cooperation of many stakeholders, this consensus stems from brainstorming on the problem-solving needs of the aforementioned course. Setting goals is one of the most crucial steps in the curriculum development process in order to produce a high-quality developed curriculum. This is the conclusion reached by personnel working on education management in the academic year 2020, an English for tourism curriculum will be developed by integrating teaching with ethnic languages. because it shows the purpose to shape learners' qualities and knowledge in any way, including serving as a benchmark for choosing the content of learning activities. Employees at the Office of Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province who are responsible for educational management must carefully set the objectives, setting them clearly and appropriately in accordance with the philosophy and values of society, the problematic conditions and needs of society and the learner, as well as striking a balance between knowledge and skills or between both.

According to research objective No.2 : to learn more about how the methodology is applied to bilingual education in the Samoeng district of Chiang Mai Province at Thailand, using English and language ethnicity in accordance with multicultural education methods, the results were found that;

From the development of a joint model between researchers and personnel working in education management, leading to the development of a bilingual curriculum based on a multicultural education approach using ethnic languages and English, which is English for community tourism program, because the research area is one of the province's major tourist attractions, when developing the aforementioned curriculum together with all parties, the curriculum was used to try out teaching and learning activities in the first semester of the academic year 2020. In any case, these communities are Karen ethnic groups where there are numerous tourist attractions within the community, but when tourists enter, especially foreigners, it is discovered that no one can provide information about tourist attractions. As a result, researchers and staff working on education management see the importance of English for community tourism courses, which have already been evaluated for suitability by experts.



Figure 6 Meeting for creating and verifying the quality of bilingual teaching model

Source: Kittiwin Dhedchawanagon (2022)

An experiment and study of the use of bilingual teaching according to the multicultural education guidelines ethnic languages and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province. In the second semester of the academic year 2020, a single-group trial was utilized to examine results solely after the trial on high school pupils who were chosen on purpose. Which when doing the study using a one-group trial design and simply analyzing the outcomes post-experiment. It was discovered that in the bilingual curriculum using the tourism industry as the learning medium, the students learned English better by using things around and in the neighborhood as learning media. More importantly, however, is that the students improved their ability to use English so that they could use the language naturally fluently and could also use ethnic languages along with English as an important tool to communicate effectively with tourists. In a borderless world where English is an international language, learners may confidently utilize English as a crucial instrument for studying and learning in order to continuously improve themselves. At the same time, the Karen ethnicity and the multicultural base of traditions, customs, and culture remain well-established. Therefore, two related languages, ethnic Karen and English, are also recognized in order to attain common understanding when bilingual education is discussed in the aforementioned ways. The curriculum assessment also discovered that bilingual education, which does not specifically include Thai as the first language and English as the second language, is related to the relationship between the language and culture of the Karen ethnic group, which the non-formal education system has never managed in the form of bilingual education, such as education for ethnic groups that do not speak Thai in daily life, like the Karen ethnic group.



Figure 7 An experiment and study of the results of bilingual teaching based on a multicultural education approach
Source: Dhedchawanagon (2022)

The majority of students whose native language is not official Thai face language barriers in their classrooms, which has a negative impact on their academic performance. In the past, education for ethnic Karen children did not use their mother tongue or local language as a medium of instruction, but will instead use the official Thai language, which is centrally produced by the ministry of education. A bilingual curriculum, which is teaching and learning that uses two languages as a medium of instruction in schools, has been developed by researchers and study participants in an effort to address this issue. The ethnic Karen language or community language is used as the first language as the learning base through listening, speaking, reading, and writing and is linked to a second language, English which is a language that must be used in learning and applying in the future. The curriculum's main goal is to prepare ethnic minority students in upper secondary school to be able to use English fluently by using the Karen language and culture of the students as a basis and a learning medium, developing learning skills and systematically connecting them to English and Thai culture. The bilingual curriculum in community tourism indicated above also supports jobs for students to sustain a healthy balance after graduation by helping them keep their identity so they may coexist happily with different civilizations, despite cultural variety.

Discussions

The research's findings were analyzed, and it was discovered that bilingual curriculum helped educators in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province, understand bilingualism to some extent. This is because today's students come from very diverse cultural backgrounds, and bilingualism is only now beginning to receive full support, but there has always been a push for multicultural studies. More than 90% of youngsters in the Samoeng district of Chiang Mai Province speak their own ethnic tongue or dialect, according to education management research by the Office of the Non-formal and Informal Education. There are extremely few opportunities to utilize Thai in conversation in daily life, and English is not used at all. Instead, they communicate with their families and local communities. An educator who studied the use of native or mother tongues in the educational system in the past, Cummins (2001) said that "the usage of the mother tongue in school not only enhances the mother tongue but also helps the official language or second language to grow better". This is in line with Sanhachawee (2007) assertion that ethnic language use has been a part of society from antiquity to the present. The use of ethnic language in daily life varies depending on the region, reflecting human thought and knowledge systems as local wisdom, which is the unique cultural identity of the country that must be preserved to live on in the local community forever. However, it was discovered that in many regions, English and Thai achievement remained among the lowest in the nation. The main cause of this is that the local youth speak an ethnic language that is distinct from Thai and the international language, which is the school's official language and is used by students and teachers to communicate. In this regard, educators work to provide solutions based on regional language and culture,

establishing a framework for promoting bilingual/multilingual learning or an effective connecting teaching process between language and culture.

Due to the inequality of language that enters the school system, ethnic children have low self-confidence when they go to school and speak slurred. When going to study in a city that is a city, all the urban people, when introducing themselves and the accent is not clear, friends laugh in the entire room, causing loss of confidence and turning into a person who rarely speaks. The educational staff at the Office of Non-Formal and Informal Education in the Samoeng district of Chiang Mai Province were troubled by these issues and searched for solutions until they discovered bilingual teaching methods that would enable students to speak more clearly and exercise creative thinking, including the use of their surroundings in bilingual teaching and learning. The learners will not speak clearly as before when entering the college or university system, leading to Let if speaking unclearly when entering the system, they will be ridiculed, when they are ridiculed, they will lose confidence and will not dare to argue or argue with friends, if the teaching is not taught according to this method, the same problems will continue to arise.

Bilingual instruction must first prepare the children in the Thai language while preparing the learners in the Thai language, of the Thai language, and must practice thinking skills that are necessary for ethnic children to practice since childhood. In fact, the problem with learning ethnic children is that the language is not yet ready. Because ethnic children did not understand Thai, the Office of Non-Formal Education's bilingual instructional approach, and Informal Education in the Samoeng district of Chiang Mai Province, which started from ethnic languages with Thai, Thai with English, until bringing to ethnic languages with English, did not interact with the students in the past, even though it was to train children's creativity.

There have previously been research studies on the administration of multilingual teaching, including Wongrak (2017) a study on the use of mother tongue in teaching English to students discovered that utilizing mother tongue instructors together with learning management will increase student familiarity and enthusiasm in learning because it creates a relaxed environment in the classroom that reduces anxiety. However, in order to prevent linguistic differences between students who use their official language and those who use their home language, teachers must establish regulations and maintain control in the classroom. This is in line with the findings of Chaikan (2018), who investigated teaching Thai as a second language to ethnic Khmer children in Thailand. She discovered that focusing on context and real-world situations in content design helps children learn how to communicate in Thai and use it in everyday situations. Additionally, it was shown that community participation and family involvement in Thai language teaching and learning helped foster attitudes toward learning Thai as a second language throughout the formative phases of classroom instruction. Additionally, reading, writing, and speaking skills are taught first before practical communication in a community environment, commencing with listening and speaking abilities. As a result, students may pick up a second language more quickly and use it in practical settings. The use of language with an emphasis on content in circumstances and contexts of the community, as well as the choice of vocabulary and the degree of structural complexity, all contributed to lowering the tension level in the classroom.

Therefore, it was discovered through examining data in nations connected to ethnic language-based multilingual education that students receiving ethnic language-based bilingual education improved more in both academic success and attitudes toward language acquisition. This is so because ethnic languages, which serve as both the primary language of communication and a way of easing the anxiety associated with language acquisition, have an impact on how well learners pick up other languages.

Conclusion and suggestions

However, according to research findings titled “Development of Bilingual Teaching Models According to Multicultural Education Approaches Using Language Ethnicity and English in Office of the Non-formal and Informal Education in Samoeng district Chiang Mai Province”, it was discovered that the suggestions for putting the study's findings into practice were; Those in charge of managing education should concentrate on the workload related to English-speaking abilities, teachers may initially use more of their mother tongue and Thai language while using less of the target language. However, as the students become more accustomed to the target language, the teacher may gradually increase the use of the target language up to 50%, and adjust the amount of ethnic language and Thai language to the extent of the first designated language, so that learners won't become overly reliant on the ethnic accent while speaking English, lowering their ability to speak the language accurately and clearly.

New knowledge and the effects on society and communities

The research's findings will be helpful to the educational community and those involved in education management, especially for non-formal education management, which will bring criteria and guidelines for personnel management to create a setting that is supportive of innovative teaching and learning. figuring out ways to employ the bilingual system to improve the educational, child, and young quality in far-off places (based on ethnic language). In the past, educational institutions had a tough time increasing the educational bar, especially in remote locations where several ethnic groups cohabit. The communication languages used by children and teenagers in the area have a detrimental effect on their quality of life, which in turn causes low academic achievement and a lack of interest in school, which in turn causes a variety of problems. This problem is being addressed by educational institutions working together to deliver innovative bilingual or multilingual learning, often known as bilingual (ethnic language-based) learning. In addition to being relevant and consistent with the environment of each topic, a more diverse paradigm for teaching and learning has been developed.

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