

MULTICULTURAL EDUCATION AND THE NEW GENERATION OF TEACHERS

พหุวัฒนธรรมศึกษากับครูพันธุ์ใหม่

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Abstract

This article studies the dimension of mainstream education management as the Thai government has been using it for a long time as a tool in developing the country. Its focus is on the educational management policy that is formulated by the central government. The main purpose of this policy is for designing teaching and learning styles as well as for measuring learning and evaluating the effects on students in the context of multiculturalism, in which the students are diverse. The objective of this research is to identify some guidelines in developing a model of experience training practicum for pre-service student teachers in accordance with a multicultural classroom, since the previous problem was that pre-service student teachers had to deal with students of different ethnicities and languages. The research method was qualitative research by providing multicultural education workshops in order for pre-service student teachers to acquire knowledge and understanding, and to become sensitive to a multicultural classroom before their actual teaching practicum in the school. In addition, the pre-service student teachers had to study the social phenomena, and conduct fieldwork. The conceptual framework for this research was the application of the multicultural education management by Sonia Nieto as an instruction for preparing pre-service teachers with the understanding of the concepts and practices of multicultural education. The findings of this research are that pre-service student teachers have integrated learning activities on the basis of cultural rights in the classroom. Their positive attitude and behaviors in treating students in the multicultural classroom are various. Pre-service student teachers often encounter problems with educational policy if school objectives of educational management are not conducive to the integration of teaching and learning management in multicultural education. The findings of this research will provide guidelines for effectively preparing the new generation of teachers in multicultural classroom. Moreover, the guidelines will help to create knowledge, and understanding of the concepts and practices of multicultural education.

Keywords: Multicultural education, Multicultural classroom, Pre-service student teacher

บทคัดย่อ

บทความนี้ทำการศึกษาในมิติของการจัดการศึกษากระแสหลักที่รัฐไทยใช้การศึกษาเป็นเครื่องมือในการพัฒนาประเทศมายาวนาน โดยมีการเน้นนโยบายการจัดการศึกษาที่มีโครงสร้างหลักสูตรมาจากส่วนกลางที่ใช้ในการจัดการเรียนการสอนตลอดจนการวัดและประเมินผล ซึ่งส่งผลกระทบต่อนักเรียนในบริบทห้องเรียนพหุวัฒนธรรมที่นักเรียนมีความแตกต่างหลากหลาย งานวิจัยนี้มีวัตถุประสงค์เพื่อหาแนวทางในการพัฒนารูปแบบการฝึกประสบการณ์วิชาชีพครูให้สอดคล้องกับห้องเรียนพหุวัฒนธรรม ซึ่งปัญหาที่ผ่านมามีพบว่า นักศึกษาฝึกประสบการณ์วิชาชีพครูต้องเผชิญกับห้องเรียนพหุวัฒนธรรมที่นักเรียนมีความหลากหลายทางชาติพันธุ์และการใช้ภาษา งานวิจัยนี้ใช้กระบวนการวิจัยเชิงคุณภาพ โดยมีการจัดกิจกรรมเชิงปฏิบัติการในรูปแบบพหุวัฒนธรรมศึกษาให้นักศึกษาฝึกประสบการณ์วิชาชีพครูให้มีความรู้ความเข้าใจและความไวต่อห้องเรียนพหุวัฒนธรรมก่อนออกฝึกประสบการณ์วิชาชีพครูในโรงเรียน ตลอดจนมีการศึกษาปรากฏการณ์ทางสังคมและเก็บข้อมูลภาคสนาม โดยเลือกกลุ่มเป้าหมายแบบเจาะจงในกลุ่มนักศึกษาฝึกประสบการณ์วิชาชีพครูชาติพันธุ์และนักศึกษาฝึกประสบการณ์วิชาชีพครูพื้นราบ ใช้แนวคิดทฤษฎีการจัดการศึกษาพหุวัฒนธรรมของไซเนีย นิโต้ เพื่อเป็นแนวทางเตรียมนักศึกษาฝึกประสบการณ์วิชาชีพครูได้เข้าใจในแนวคิด วิธีปฏิบัติของการศึกษาพหุวัฒนธรรมผลที่ได้พบว่า นักศึกษาฝึกประสบการณ์วิชาชีพครูมีการบูรณาการ การจัดกิจกรรมการเรียน การสอนบนฐานของสิทธิทางวัฒนธรรมในห้องเรียน ตลอดจนมีทัศนคติเชิงบวกและพฤติกรรมในการปฏิบัติได้ต่อนักเรียนห้องเรียนพหุวัฒนธรรมในรูปแบบที่ต่างกันและพบปัญหาในเรื่องนโยบาย วัตถุประสงค์การจัดการศึกษาของโรงเรียนที่ไม่เอื้อต่อการบูรณาการการจัดการเรียนการสอนแนวพหุวัฒนธรรมศึกษา จากข้อค้นพบของงานวิจัยจะเป็นแนวทางการเตรียมครูพันธุ์ใหม่สู่ห้องเรียนพหุวัฒนธรรมที่มีศักยภาพ ตลอดจนการสร้างความรู้ ความเข้าใจในแนวคิดและวิธีปฏิบัติของการศึกษาพหุวัฒนธรรมในห้องเรียนต่อไปในอนาคต

คำสำคัญ: พหุวัฒนธรรมศึกษา ห้องเรียนพหุวัฒนธรรม นักศึกษาฝึกประสบการณ์วิชาชีพครู

Introduction

Thai society is diverse. It consists of many ethnicities, languages, and cultures. Each culture has its own uniqueness, proudness, and values. Thailand provides an education called a mainstream education¹. Currently, information technology and knowledge are rapidly progressing. It is too complicated for students to memorize what they study (Office of the Education Council, The Ministry of Education, 2006). The evolution of the world brings rapid changes and developments. The mainstream education is criticized as old fashioned and not effective

because it does not respond to individuals potentials or needs. There are a lot of problems that happen due to the mainstream education. There is a new suggestion about an alternative education which is different from the mainstream education. The alternative education aims to provide learning that relates to human nature. There are a variety of courses. Students have freedom to choose what they want to learn according to their beliefs and idea. Thai society has been providing the mainstream education, which is monopolized by the Thai government in an effort to build nationalism and the

¹The mainstream education is the education designed by The Ministry of Education (operated by the Central Section of the Thai government). Its aim is to use the education as a tool to bring Thai people together.

country. The purpose was to create civilization and prepare Thai people to become citizens in industrialized society. Therefore, Thai students have to study through the mainstream education which is provided by the government. This mainstream education has an effect on other minor ethnic groups in many aspects, including loss of their languages which can be a cultural identifier, loss in folk wisdoms/ knowledge, and loss in their lifestyle. New generations of the minor ethnic groups look down on themselves and do not want to live in their communities. Some of them go to work in the city. These issues may result in disappearing of some ethnic minority communities in Thai society.

“Teachers” play an important role in Thai education. Preparing teachers for multicultural classrooms is significant because it is a fact that classrooms are a society of students. Any education institutions that have graduates from their faculty of education should consider the diversity of students in the classrooms. There are many scholars who brought up a topic of multicultural and education management (Pochanukul, 2008). They stated that one thing that students have to accept in multicultural education is differences among people in society. To be successful in multicultural education, social systems in educational institutions should be taken into account which consist of many factors, including educational policies, organizational cultures, learning patterns, languages, communication, participation, advice, teachers, examinations and evaluation, teaching materials,

attitudes, beliefs, and all actions from people who involved in education management.

Research Objective

The objective of this research was to identify some guidelines in developing the mold of pre-service teaching in accordance with a multicultural classroom².

Literature Review

The relationship between power and education management in institutions that provide teaching programs.

A Teacher Intern Institution in Thailand was established before the Siamese Revolution in B.E. 2475 (1932) which was during the time of nation building (Ongsakul, 2008). The government used the education as a tool to integrate the nation. The Teacher Intern Institution was located in a region of Thailand. People’s Party (Khana Ratsadon in Thai) was very powerful after the Siamese Revolution until the World War II. The party launched a policy to support education and established a vocational school for youths. A vocational teaching institution was rapidly expanded after the World War II. In 1957, Field Marshal P. Phibunsongkhram came back to lead the government again, thus, a university teaching intern program was established. The teaching intern curriculum was outlined after American curriculum. A bachelor of education in teaching program was founded for the first time in Thailand. It was taught at Chulalongkorn University by the

²Multicultural classrooms consist of diverse students who have different ethnic backgrounds, languages, lifestyles, cultures, genders, and religions etc. However, this research emphasizes on studying diversity of ethnic students in a multicultural classroom.

Department of Education and Arts. During 1957-1977, the political power shifted from Field Marshal P. Phibunsongkhram to Field Marshal Sarit Thanarat, but the relationship between Thai and America had been the same. The relationship was actually stronger. There were many forms of helps from America, including a plan to develop the country. It was later to become National Economic and Social Development Plan that the government used as a plan. This plan had an effect on Thai education in many aspects after Thai Popular Uprising of October 14, 1973, in particular the idea of an education reform. The results of the reform were shown after October 16, 1976. There were some improvements in the structure of administration and teaching-learning of the teaching intern program. A master and Ph.D. program were opened in Thailand. All teacher intern institutions in Thailand were elevated to universities. They each provided undergraduate education programs. A reform of teaching intern curriculum occurred in 2004.

According to history, it is found that teacher occupation has grown in line with the nationalism. The government uses the education as a tool to control people to be integrated with the main culture. It is similar to a perspective of an academic scholar in tribal groups (Ketmanee, 2004: 55-72) He stated that Thai education is planned to support national policies to build nation and state. This plan creates mono-cultural society. Mono curriculum was announced to use in Thai society. Therefore, the education is a tool to condition people to the main culture, to learn Thai culture and language, and to live in the capital city. The government attempts to rule over people in to the main cultures. As

a result, teachers have negative attitudes and bias toward ethnicities. Most of textbooks contain a lot of contents that reflect negative attitudes toward ethnicities. It has been clear that most textbooks do not promote equality and often present ethnic bias (Nawarat, 2008: 83-87). Thai people in a soft, smooth and clever way. Subordinates (people) are not able to resist which is the most effective way to control people. The schools pass on the knowledge to emphasize social and economic inequality from one generation to others. Students are taught about social classes. Another perspective is languages. Leepreecha (2007) presented his idea that the education system and languages are an important part of power technology that Thai government use to build nation and bring the country to modernity. The education is also a tool to bring ethnicities and multiple cultures together in order to live in the country and become Thai. The curriculum contents teach students about life of country people which was presented according to the government's ideas.

Randall & Thornton (2001) studied a teaching development of fresh graduates from an education program. It was found that new teachers try to learn teaching techniques, teaching-learning management, and activity teaching in classrooms by comparing it to writing a recipe book which contains a lot of details. In other words, these new teachers learn from copying or from other people's advice. It is similar to intern teachers in Thailand who design their courses according to what they have studied in their university. They may also copy their course curriculum from their mentors in the schools that they practice teaching. This study is similar to a study

of Calderhead (1989). He conducted a research on Reflective Teaching and Teacher Education. His study found that most of intern teachers experienced difficulty in designing their curriculum because of their limited abilities. They need fixed curriculum that are already designed to teach all classes in all levels. This inexperience of intern teachers results in inappropriate teaching in diverse classrooms.

From all perspectives of from mentioned education. They showed that the relationship between power and education can smartly drive and secretly rule over all people who are involved in education management. It results in the mainstream education system that produces incompetent teachers who do not even know how to design courses for multicultural classrooms.

Multicultural Education Management: the New Generation of Teachers

According to Sonia Nieto's study (2007), multicultural education³ in schools begin from understanding mono-cultural education. Monocultural education refers to curriculum that was provided by schools which contain only contents and techniques of the main cultures. Nieto (2007) commented that to be fair for country students, a reform of learning in schools should be done by creating new education system in macro and micro levels. It is suggested to adjust budget and school size. Classrooms should be smaller, so teachers can feel that they own the space. Learning and teaching

styles should be more creative. The education system that brings in multicultural concepts to use in schools will solve inequality problems which including 4 levels, 1) tolerance, 2) acceptance, 3) respect, and 4) affirmation-solidarity and critique. It is similar to another study "A Reform of Multicultural Education in Southern Border Provinces" Farungsang (2008) which stated that decentralization of education should be performed by determining directions of education. The education should respond to culture and society of each region by considering their identities, economy, and society. Local people and communities should be involved in education management.

Methodology

Population used in this study were 4 undergraduate students, who were pre-service teachers⁴ at that time. These students were all majoring in Industrial Arts at the Faculty of Education at a Rajabhat University. This research aims to develop a pattern of teaching in order to be in line with multicultural education and classroom that consist of diverse students. The data collection in this study is categorized into three processes.

1) Document process: The first process of this research is a documentary research whereby the researcher gathered previous research, books, journals, articles and internet resources about educational management of multicultural education.

³ In this research, multicultural education is all about equality in education.

⁴ Pre-service teachers are 5th year university students of the Faculty of Education. The 5th year is the period of their teaching training and with this curriculum; it is an obligation for them to have a teaching training for one academic year.

2) Observation process: Participant observation was the second process which the researcher had done for a year between May 16, 2017 to June 30, 2018. The researcher did an observation to check out the classroom setting, in-class and outside classroom activities, and the intern teachers' teaching styles.

3) Interview process: The third process is the interview process. During the interview portion of this research, the individual interviews with the director of school or academic advisor were implemented to investigate the school educational policy and to what extent he or she encouraged multicultural education and activities. Also, the researcher conducted both individual interviews and group interviews with the ethnic students, intern teachers, and their mentors. However, the researcher conducted the in-depth interviews with the ethnic students and their intern teachers to find out if these intern teachers understand what multicultural education was and how they applied it in their classrooms.

An important method of this research was to have students, who practiced to be teachers, arrange a seminar and workshop about multicultural education. The seminar included activities of discussion, focus groups, role plays, lectures, and field trips by using Sonia Nieto's theory. The theory was used as a guideline for intern teachers to become aware and understand the concept and ways to teach in multicultural classrooms. There were 4 pre-service teachers chosen to participate in this research (2 ethnic students and 2 city students). They were practicing to be a teacher at 4 multicultural schools in Chiang Mai province. All schools are very diverse.

Results

The following are some significant example questions that the researcher asked the ethnic students:

Question: What are things in the school that you dislike and want them to be changed (if possible)?

Answer (from a grade 11 student, Hmong ethnicity): I don't like to be forced by teachers.

Question: Can you give some examples?

Answer (from a grade 11 student, Hmong ethnicity): They force us to do our routines according to the school schedules (I have to do the same things every day and it is boring. Cellphones are not allowed to use in the school. There is no Wi-Fi in the school areas. It is prohibited to go out of the school. Everyone has to watch the same TV channel. Teachers punish us without reasons. We don't have freedom here.

Question: How happy are you with studying and activities in the school?

Answer: It is ok. We have to obey teachers.

It has shown that in this mainstream education, teachers have a direct influence on students. Most of students said that there is no freedom in the school. Teachers force us both in the classrooms and dormitory. There are too many rules and regulations in the school and we all have to obey. Students can only listen to their teachers, no talk back and no argument. Giving comments are prohibited." Therefore, the education that has been built by using power has created a mono-culture. It destroys the diversity. As a result, many alternative ways of thinking are going to disappear. It is an attempt to blend people to think the same way in all aspects, including national security,

economy, politic, education, and getting rid of the past.

Table 1 The findings from the observation of students who practiced to be teachers in term 1/2017. The researcher collected data

from their teaching-learning management and behavior while they were teaching. The data was summarized and analyzed according to Sonia Nieto as follows;

Table 1 The findings from the observation of students who practiced to be teachers in term 1/2017

Approaches	Teaching the Other (Teaching and learning styles in which teachers acknowledge cultural diversity among students)	Teaching with Cultural Sensitivity and Tolerance	Teaching with Multicultural Competence
The 1 st pre-service teacher	The pre-service teacher had positive attitude towards ethnic students in the classroom. The teaching provided contents of diverse cultures. The students had a chance to present their work in their native language. There were activities to exchange cultures, languages, music, and other activities throughout the term.	The pre-service teacher had prepared the courses based on diverse cultures concepts. There were games in the classrooms to help teaching such as role plays. The teacher researched for more knowledge about multi-cultures. There were also activities outside classrooms. The teacher concerned about the students and provided them opportunities to exchange cultures to each other.	The pre-service teacher did not know how to design course curriculum according to multicultural education. However, the teacher used teaching materials that presented multi-cultures. Student evaluation based on the school criteria. There were some points that were given to the students in the classrooms according to their abilities.

Table 1 The findings from the observation of students who practiced to be teachers in term 1/2017 (Cont.)

Approaches	Teaching the Other (Teaching and learning styles in which teachers acknowledge cultural diversity among students)	Teaching with Cultural Sensitivity and Tolerance	Teaching with Multicultural Competence
The 2 nd pre-service teacher	The pre-service teacher had positive attitude towards ethnic students. The teaching and learning contents about multi-cultures were sometimes provided in the classrooms. There were group activities, self-introduction in the classrooms. group activities, self-introduction in the classrooms.	The pre-service teacher did not teach culture rights to students but the teacher was interested in learning about the diverse students and multi-cultures. Activities outside the classrooms about diversity were not many.	The pre-service teacher did not know how to design course curriculum according to multicultural education. The teacher rarely used teaching materials that presented multi-cultures. Student evaluation based on the school criteria. However, the teacher saw students' potential and was able to adjust evaluation scores according to their abilities throughout the term. However, the teacher saw students' potential and was able to adjust evaluation scores according to their abilities throughout the term.
The 3 rd pre-service teachers	The pre-service teacher had positive attitude towards ethnic students. Multicultural contents were, sometimes provided in the classroom. There was an activity about self-introduction, singing music in native language in the classrooms.	The pre-service teacher did not teach students about cultural rights. However, the teacher was interested in learning about the diverse students and multi-cultures. The teacher always went to visit ethnic students at their house with the mentor. The teacher was interested in the school activities and always arranged activities for the students outside the classrooms more than in the classrooms.	The pre-service teacher did not know how to design course curriculum according to multicultural education. There was no teaching material of multi-cultures. Student evaluation based on the school criteria, but the teacher individually evaluated each student and adjusted students' scores according to their abilities.

Table 1 The findings from the observation of students who practiced to be teachers in term 1/2017 (Cont.)

Approaches	Teaching the Other (Teaching and learning styles in which teachers acknowledge cultural diversity among students)	Teaching with Cultural Sensitivity and Tolerance	Teaching with Multicultural Competence
The 4 th pre-service teachers	The pre-service teacher had positive attitude towards ethnic students. There were no multicultural contents provided in the classrooms.	The intern teacher did not teach students about cultural rights. The teacher was not interested in learning about the diversity and culture differences.	The intern teacher did not know how to design course curriculums according to multicultural education. There was no teaching material of multi-cultures. Student evaluation based on the school criteria.

The results showed that the pre-service teachers, who had participated in seminars and workshops about multicultural education management, were able to perform in many levels, including teaching in and outside the classes. The level that they could perform the most was the tolerance of cultures towards students and teaching about cultural rights. However, this teaching could only do through some lectures and outside classroom

activities. Some teachers could frequently perform and some could only concern but could not perform. The reason was that the school did not support the multicultural teaching style since the school policies focused on core curriculum and evaluated students based on the same standards. The school mentors did not have knowledge about multicultural classrooms.

**Picture 1** The pre-service teachers arranged an activity for students by integrating subject matters to diverse cultures in the classrooms

Discussion

From the research process, the important process of the research is the selection of 4 specific Pre-service teachers who pass the practical training activities of learning about multicultural teaching and learning. This aims to create knowledge, understanding and making awareness of the multicultural classroom into practicing teachers in Chiang Mai Province with 4 multicultural schools. The research results from the field area (from Table 1, Pre-service teachers the first and second are ethnic students. In terms of the third and fourth Pre-service teachers are flat area students.) It was found that most of the Pre-service teachers in the target group have a positive attitude towards ethnic students in the classroom.

Pre-service teachers with ethnic backgrounds have the behaviors that are practical to students with understanding and compassion. Moreover, they intervened learning activities and teaching in multicultural education by integrating teaching methods on the basis of cultural rights for students. In additions, it is found that there are activities using teaching aids such as Role Play and Pre-service teachers are constantly seeking knowledge of student culture. They also see the diversity of students in the classroom, especially in ethnic diversity issues. It is found that in vision, there was a delicate practice with students in the multicultural classroom. It is often seen the exchanging and learning various stories of teachers and students in the classroom continuously. The activities that found both inside and outside the class (But did not meet regularly such activities are based on areas that can be inserted in organizing learning activities for Pre-service teachers professionally), such as

organizing activities that allow students in the classroom to present their class in their native language activity, foreign buddy activity, language exchange advice activity and singing in the students' dialects etc.

Pre-service teachers with flat backgrounds see the diversity of multicultural students. They are interested in learning various stories in the culture of students. However, they did not regularly meet the delicate practices of students in multicultural classes. It was found that Pre-service teachers saw many differences in the classroom. Nevertheless, the practice of those pre-service teachers was also a behavior that emphasized the instruction from the teacher by listening to the student's voice (comments or suggestions) that are diverse in the classroom. Furthermore, it still rarely found a learning activity teaching in the classroom that interferes with the multicultural story at a time. Nevertheless, it is still uneven. Teachers have activities for students to introduce themselves and introduce words used in greetings in the exchange language in class. Also, there is no integration of learning management and teaching on the basis of cultural rights in the classroom. Activities found in the integration of multicultural education concepts often involve activities with students outside the classroom rather than in the class. Meeting student activities, Pre-service teachers often follow mentors to visit ethnic student homes. It was found that Pre-service teachers learned to be interested in the way of life, eating traditions of parents and students of diverse ethnicities, however, it is not found such issue to exchange with students.

The research results from field data, pre-service teachers in the target group shows that there was no integration of writing a lesson plan according to the multicultural approach in the lesson plan of their own teaching as well as the use of teaching materials that represent multiculturalism. The diversity of students in the classroom is still rare and the evaluation of the measure must use the criteria of the school. However, it is found that there are pre-service teachers, both with ethnic backgrounds and flat area background analyzing individual students and adjusting the sub-scores according to Potential of learners. Pre-service teachers see potential of the student and apply them to assess student scores as appropriate throughout the semester.

There was also additional information from a study (Yongyown & Padungpong, 2007) on the title of Roles of Teachers in Multicultural Society. The study stated that teachers are the most important part of education in multicultural society because teachers are the one who create ethnic values to students by providing teaching, activities, and being a role model. Teachers have to accept the differences among cultures and these diverse cultures should be able to live together. However, school administration policies and people who involve in the education are also important for multicultural classrooms. Having a good policy can avoid double standards in the diverse cultures.

Therefore, there should be development in training the pre-service teachers, so the pre-service teachers will have knowledge and be able to understand multicultural classrooms. As a result, the pre-service teachers will have

positive attitudes toward students in diverse cultures. However, just only training alone would not be enough. If schools do not support the multicultural classrooms, the pre-service teachers would not be able to design their courses and may result in lack of confidence. It is similar to Thomas's study (1997). He conducted his studies in western and eastern countries and gave suggestions regarding teacher training. Any pre-service teachers institutions should review their mission, teaching courses should be a combination of initial objectives of school curriculums and opportunities for students to preserve their identities and cultures. Banks (2007) stated that to provide multicultural education in schools, the schools should adjust their social and cultural structures. It can be done by adjusting organization cultures in the school to create equality among ethnic students. Banks (2014) also defined the main objectives of multicultural education as "providing education for students to create understanding of their own culture and be able to accept other cultures." This education will create equal opportunities and fairness. The students will receive equal education even though they are from the different cultures, ethnics, religions, genders, social classes, or physical conditions. Style of teaching should be adjusted to fit with learning abilities of diverse students. The teaching contents should include importance of other cultures, attitudes towards other cultures and how to peacefully live with other people who have different cultures.

Conclusion

The mainstream education that strongly related to the power was an attempt to build nation-state. The education was a tool to develop the nation. Even though the governments tried to reform education and developed people who work in education industry, it was still found that the education still did not leave the main culture that was built by the government. Thus, it really stresses the purpose of this research that “we cannot change to multicultural education by only giving knowledge and understanding. The seminars and workshops about multicultural education for the pre-service teachers would not give any benefits if the schools still operate with the same main

culture.” If Thai education cares about the importance of multicultural education, then all teaching intern institutions should prepare their future teachers to understand the current multi-cultural environment in today’s schools. The intern teachers should be prepared since the first year of study, so they can implement their ideas when they have to teach in real life. To achieve multicultural education, the teaching should be equally provided to all students, so the students can develop themselves. The schools have to continuously reform in all aspects, including curriculum in order to eliminate discrimination. This environment and new education system will create harmony among multicultural classrooms and society.

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