

A SURVEY OF MANITOBA K-12 ESL TEACHERS' PERSPECTIVES ON
MULTICULTURAL EDUCATION AND ANTI-RACIST EDUCATION

BY

TIM MACKAY

A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfilment of the Requirements
for the Degree of

MASTER OF EDUCATION

Department of Curriculum: Humanities and Social Sciences
University of Manitoba
Winnipeg, Manitoba

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**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University
of Manitoba in partial fulfillment of the requirements of the degree
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Tim MacKay

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ABSTRACT

English-as-a-Second-Language (ESL) programs are often regarded as one of several important vehicles for the delivery of Multicultural Education (MCE) and Anti-Racist Education (ARE). However, little attention appears to have been given to ESL teachers' awareness of MCE/ARE or to their related professional development needs.

The intent of this study has been to explore: some of the attitudes and beliefs that Manitoba K-12 ESL teachers hold about MCE/ARE; the types of MCE/ARE attitudes and beliefs reflected in ESL teachers' classroom practices; the extent to which ESL teachers think they are placed in leadership positions for MCE/ARE programs; the extent to which ESL teachers believe they are professionally competent to undertake leadership for MCE/ARE programs; and ESL teacher perspectives on the effectiveness of MCE/ARE professional development and training.

This study made use of a survey questionnaire distributed to Manitoba K-12 ESL teachers, followed-up by interviews with volunteers from among the questionnaire respondents. The results suggest that although most Manitoba K-12 ESL teachers hold attitudes and beliefs supportive of many of the broad goals of MCE/ARE, when probed more deeply they tend to focus more narrowly upon a primary concern with creating intergroup harmony and preventing overt acts of racism. Their common MCE/ARE practices stress sharing and respecting cultural differences. Only a few ESL teachers report undertaking MCE/ARE leadership roles, but most report a sense of competence to do so. Most ESL teachers report dissatisfaction with current MCE/ARE professional development and training initiatives.

This study focuses attention on the fact that MCE and ARE constitute essential skill areas for ESL teachers and require specific training and development in order for ESL teachers to contribute to educational equity and inclusivity objectives.

Hailale

ACKNOWLEDGEMENTS

I wish to express my thanks to the many professional ESL teachers across Manitoba who participated in this study. I am especially indebted to those teachers who participated in interview sessions. Their honesty and openness were both helpful and inspiring.

Great appreciation is extended to my advisory committee. Their ability to bring various scholarly strengths into a cooperative committee is reflected in the success of this study. I would like to thank Dr. Richard Kidd and Dr. Jon Young for working as *de facto* co-advisors on this thesis. Dr. Kidd's continual encouragement and support of this project, and his profound knowledge of both the teaching of English as a second language and the teaching-English-as-a-second-language professional climate in Manitoba were critical elements in completing this thesis. Dr. Young's knowledge of Multicultural Education and Anti-Racist Education is second only to his commitment to these concepts. I hope that in this study I have approached the high level of academic excellence that both of these professors maintain. In addition, I would also like to thank my other committee members, Dr. Pat Mathews and Dr. Sheldon Rosenstock, for their support and critical reading of my drafts.

There have also been several other University of Manitoba faculty members who have contributed to this study. Dr. Paul Madak, Dr. Rod Clifton, and Dr. Laara Fitznor provided essential advice in instrument design, statistical analysis, and critical readings of my findings. Other individuals who have contributed to this thesis included Antonio

Tavares, Multicultural Consultant at Manitoba Education and Training, and Dr. Patrick Solomon, of York University. I would also like to acknowledge the financial support of TESL Manitoba, which contributed partial funding for the survey in their support of research and development in the TESL profession in Manitoba.

Finally, I would like to thank my wife, Sabena, and daughters, Talisa and Maya, for their understanding, support, encouragement, and patience. This thesis is really a family accomplishment. How did we ever do it?

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CHAPTER ONE

INTRODUCTION:

English-as-a-Second-Language Instruction and Multicultural Education

Every day across Manitoba, English-as-a-Second-Language (ESL) teachers work in school environments that are characterized by a diversity of students, needs, and challenges. While these environments are far from being uniform, all ESL teachers work in situations in which they are expected to assist non-English speaking students with language-related learning that will provide access to mainstream education and social institutions conducted in the majority language of the province. Without exception, this language learning environment is woven with cultural, cross-cultural, and multicultural issues. In all cases, ESL teachers find themselves facing and bridging the cultural differences among their students, and between their own culture and those of their students.

Notwithstanding the fact that many Manitoba schools do not have formal multicultural education (MCE) and anti-racist education (ARE) programs, ESL instruction is often regarded as an important component of MCE and ARE programming. However, very little attention has been given to the ESL teachers' professional development needs specifically regarding MCE/ARE. It is often assumed that because ESL teachers work with culturally diverse student populations they are inherently capable of practising MCE/ARE and are always doing so. Furthermore, ESL teachers often indicate that by virtue of their involvement with culturally diverse student

populations, they are regularly asked to assume various levels of leadership and responsibility for the MCE/ARE programs in their schools. However, exposure to a culturally diverse student population does not, in and of itself, constitute effective professional competence or preparedness to assume the practice of MCE/ARE, nor does it guarantee that effective MCE/ARE practice is taking place. The intent of this study, therefore, has been to explore the current nature of MCE/ARE awareness and practice among ESL teachers in Manitoba public schools, to examine their preparedness and willingness to be involved in MCE/ARE programs in their schools, and to examine their perceptions about the effectiveness of preservice and inservice training in meeting their MCE/ARE needs.

On the operational level, the research was designed to provide answers to five important questions regarding the beliefs, attitudes, and practices of Manitoba ESL teachers with respect to MCE and ARE. For convenience, these five questions were framed in declarative format, though they will be referred to throughout this thesis as research “questions”. In specific terms, then, this study sought to determine:

1. Some of the attitudes and beliefs that ESL teachers hold about MCE/ARE;
2. The extent to which ESL teacher attitudes and beliefs about MCE/ARE are reflected in their self-reported classroom practices;
3. The extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE/ARE programs in schools;
4. The extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE/ARE programs in schools;
5. ESL teacher perspectives on the effectiveness of preservice and inservice MCE/ARE professional development and training initiatives.

The main working assumption of this study is that ESL teachers exist within a complex and sometimes contradictory professional environment that juxtaposes the nature of their work as language teachers with institutional expectations of educational equity and inclusivity for visible and linguistic minority students. The traditional focus of language instruction has always been the individual student who requires language training in order to meet with success in society; the “language as tool” metaphor. However, current theory and practice in MCE and ARE present a challenge to the traditional language instruction paradigm and critique the individualistic orientation of much of TESL. Additionally, while individual ESL teachers are asked to provide language instruction, the existence of ESL programs in Manitoba schools is seen as an important element of the province’s commitment to multicultural education and educational equity. Despite their proficiency as language teachers, individual ESL teachers may not necessarily have the requisite knowledge and skills to implement ESL programs which meet these broader objectives. ESL teachers thus face the challenge of reconciling these contradictions in every aspect of their profession.

Based on the main assumption outlined above, this study set out to answer its five research questions through the use of a questionnaire distributed to Manitoba K-12 ESL teachers, followed-up with several interviews with volunteers from among the questionnaire respondents. This systematic and broad study of ESL teacher attitudes and beliefs about MCE and ARE, focuses attention on the fact that MCE and ARE constitute essential skill areas for ESL teachers and require specific training and development in order for ESL teachers to contribute to the fulfilment of educational equity objectives.

CHAPTER TWO

REVIEW OF THE LITERATURE: The Relationship of English-as-a-Second-Language Instruction to Multicultural Education and Anti-Racist Education

This study examines English-as-a-Second-Language (ESL) teacher perceptions toward various aspects of multicultural education (MCE) and anti-racist education (ARE). As such, the study is grounded in relevant theoretical and research literature that spans several different areas. This literature review, therefore, will begin with a very brief history of ESL teaching in Canada in order to locate the profession within the broader context of contemporary national and provincial education and multicultural policies. It will then explore the relevant literature, detailing a number of competing views of MCE and ARE. This will be followed by a discussion of the literature that links ESL with MCE and ARE, as well as that which provides a critical assessment of current ESL and MCE/ARE practices. Although very limited, some research has been conducted that explores teacher perceptions of MCE and ARE. Where possible, this research will be linked to the ESL teaching profession. However, there is virtually no research literature reporting studies which specifically explore the MCE or ARE perceptions and practices of ESL teachers. There is some research available that examines culture and ethnicity as social factors influencing second language acquisition (SLA). This research will be discussed to the extent that it is relevant to this study. As a conclusion to the literature review, current provincial policy specifically related to MCE, ARE, and ESL will be discussed in relation to current literature.

English-as-a-Second-Language Instruction in Canada

English as a second language (ESL) instruction in Canada is as old as the beginnings of British North America. This point is made by Ashworth (1992), who suggests that the arrival of the first British colonizers to this region of the world marked the beginnings of ESL teaching in Canada. Arriving in what has always been an ethnically and linguistically heterogeneous region (Moodley, 1995), the early colonizers began to establish the dominance of their own language, English, along with the dominance of their own cultural traditions. The establishment of “English only” residential schools for First Nations’ children, with their goal explicitly stated as teaching students to “... acquire the habits of the White man” (Department of Indian Affairs, cited in Ashworth, 1992, p. 117), serves as evidence for this point.

Subsequent phases of immigration to Canada saw individuals from a multitude of cultural, ethnic, and linguistic backgrounds arrive and settle throughout the country. Apart from those settling within Quebec, these immigrants were faced with the legacy of Canada’s colonial roots and were compelled to learn English in order to function within the established social order. However, there was little available in the way of formal and professional instruction in English, leaving most immigrants to acquire English by their own means. It was the period after World War II that marked the emergence of modern ESL teaching in Canada, with high post-war immigration demanding a large number of skilled ESL teachers who could effectively train immigrants in the language of the workforce. The first true ESL teacher training courses in Canada were developed at this time (Ashworth, 1992), and the professionalization of the field began. However, the

national cultural agenda at this time remained explicitly assimilationist in nature (Moodley, 1995). ESL teacher training accommodated this view, focusing exclusively on the linguistic elements of language instruction as characterized by the use of audio-lingual methods (Ashworth, 1992).

Toronto's Main Street School, established in 1965, provides an example of the kind of ESL instruction provided to Canadian immigrants during this period. "New Canadian students of all ethnic backgrounds attended the school in a program which had as its goal facilitating the acquisition of skill in reading, writing, and speaking English through an immersion in the Anglo-Canadian culture" (Masemann, 1984, p. 353). Language instruction was viewed as the key to successfully integrating immigrants into the existing framework of English-dominant Canadian culture.

In the late 1960s and early 1970s the national emphasis on cultural assimilation shifted to one of cultural pluralism, marked clearly in the 1971 federal government policy of multiculturalism within a bilingual framework (Cummins, 1988; Kehoe & Mansfield, 1993; Mallea & Young, 1984; Moodley, 1995). This policy clearly indicated an abandonment of an assimilation approach to Canadian cultural identity in favour of one which stressed the importance of cultural diversity. However, whereas cultural pluralism was now to be the case, this would exist within the bilingual framework of Canada's official languages, with the policy stating that knowledge of English or French would be necessary in order for immigrants, "... to become full participants in Canadian society". ESL teaching thus gained a heightened status through its association with multiculturalism. As an adjunct to MCE, ESL was tied to the concept of providing

educational equality for all Canadians, regardless of their linguistic, cultural, or ethnic backgrounds. The 1988 federal Multiculturalism Act further enshrined the notion of cultural diversity and pluralism as part of the Canadian identity, while at the same time it continued to uphold a policy of multiculturalism that complemented Canada's commitment to official bilingualism in English and French. It is within this context that ESL policies and practices currently operate in Canada.¹

Official conceptions of Canadian multiculturalism are not free of critique. Some critics (Alladin, 1996) argue that the form of cultural pluralism suggested by Canadian policies tends to trivialize ethnicity and culture through suggesting that there is one common and uniting culture that is shared by many unique sub-cultures within the society. Furthermore, issues of race and culture are managed within an overriding state apparatus that may not acknowledge its own contribution to ongoing discrimination and racism. To this end, Sauvé (1990) suggests that "real" multiculturalism in Canada is a myth.

At the provincial level, no single model of MCE is reflected in the various policies that now exist across the country (Ashworth, 1992; CCMIE, 1993, 1994; Moodley, 1995). What is evident, however, is a cautious recognition that students from non-English speaking backgrounds are likely to require assistance and support in learning one of the official languages of the country if they are to function effectively within the educational system. In Manitoba, provincial policy has tended to mirror developments at

1. At the time of writing this thesis, the Canadian government is considering a number of recommendations for changes to the Immigration Act. Among these is the recommendation that all future immigrants have proficiency (defined as a level of fluency sufficient to enter the Canadian labour force) in one of the official languages as a prerequisite to being granted admission to Canada.

the federal level. In 1978, the amended Public School Act made formal recognition of the linguistic diversity of the province and permitted up to 50% of school instruction to be in languages other than English and French. By the early 1980s, the province had hired a consultant for ESL, multicultural education, and heritage languages (Federkevic, 1994). This administrative structure, which remains the same today, suggests the close relationship between ESL instruction and MCE in Manitoba. As was the case with the federal policy of multiculturalism, Manitoba provincial policies have seen a shift from the use of ESL for the purpose of assimilation and integration of immigrants, to ESL as part of a commitment to cultural pluralism and diversity. This is clearly expressed in the 1992 provincial policy statement on multicultural education (Manitoba Education and Training, 1992b). However, before examining the relationship between ESL and MCE/ARE as expressed in current Manitoba provincial education policies, this literature review will now look at the literature which defines and describes MCE and ARE, and will later return to Manitoba policy documents to assess their conceptions of MCE and ARE, as well as the role designated for ESL instruction in relation to MCE and ARE.

Defining Multicultural Education

Since the mid 1970s there has been a considerable amount of literature published, both nationally and internationally, on the subject of MCE. What is evident from looking at this literature is that there is no one agreed upon conception or definition of MCE. The numerous conceptions and definitions of MCE present a range of possibilities, a complete analysis of which is beyond the scope of this literature review. What is

available, however, are several descriptive frameworks and models for classifying approaches to multicultural education. For example, Sleeter (1992, 1995) suggests that conceptions of MCE can be viewed as being either conservative, liberal, or radical structuralist. Conservative conceptions of MCE focus on the unique characteristics of different cultures, typified by cultural festivals and celebrations. Liberal MCE practices hold that some social institutions do not work fairly for some groups so some level of governmental intervention is warranted. Typical of this form of MCE are ESL programs aimed at levelling the playing field of educational opportunity for all students. Radical structuralist conceptions of MCE are based on shifting the focus of analysis away from the individual towards social institutions and society itself. Whereas conservative and liberal views of MCE create a deficit view of individuals and cultures that fail to achieve in the prevailing social structures, radical structuralist views would question the social structures themselves.

Banks (1994) classifies MCE approaches into three categories; *curriculum reform approaches* which involve additions to or changes in the content of school curricula; *achievement approaches* which identify goals, theories, and strategies designed to increase the academic performance of minority group students; and *intergroup education approaches* which aim to help students develop more positive attitudes toward people from different racial and cultural groups.

Sleeter and Grant (1987, 1988) classified over 200 articles on MCE and identified distinctions between five prevalent approaches to MCE practice: *Teaching the Culturally Different*; *Human Relations*; *Single Group Studies*; *Multicultural Education*; and

Education that is Multicultural and Social Reconstructionist. The first of these approaches, *Teaching the Culturally Different*, is summarized in Figure 1. This approach is the most traditional and assimilationist of the five approaches in that it emphasizes teaching cultural minority students the skills required to function in the mainstream culture. The target population of this approach is, therefore, students from minority cultural and racial groups. MCE programs and practices operating from this approach tend not to raise questions about the traditional aims of the dominant culture. Instead, the focus is upon helping students to adapt to the norms of the dominant culture. As a result, ESL instruction may be provided to linguistic minority students as a means of facilitating their integration into the mainstream school program.

Figure 1

Characteristics of the *Teaching the Culturally Different* Approach to MCE

-
- ▶ Aims to fit minority students into the existing social structure and Eurocentric culture.
 - ▶ Concentrates student learning on the basic skills.
 - ▶ May incorporate ESL instruction for linguistic minority students.
 - ▶ Relates the subject matter taught to students' life experiences.
 - ▶ Does not raise questions about the dominant culture's traditional aims or goals.
 - ▶ Stresses integrating students into the school.
 - ▶ Aims to help students adapt to the norms of the dominant culture.
 - ▶ Does not address problems of cultural conflict and discontinuity.
-

(Summarized from Grant and Tate, 1995)

Figure 2 summarizes the second approach, *Human Relations*. MCE programs and practices based upon this approach emphasize education about cultural differences. The *Human Relations* approach to MCE aims to cultivate positive relationships between members of cultural and racial groups, thereby increasing intra-school harmony. An important aim of this approach is the elimination of cultural and racial stereotyping. Therefore, the target population of this approach is all students in the school. MCE programs and practices based upon this approach make use of curriculum materials that promote the elimination of discrimination and stereotyping and may make use of works by members of minority cultural and racial groups as examples that refute stereotypical views. However, MCE programs operating from this approach tend to avoid a critical examination of conflicts between racial and cultural groups.

Figure 2

Characteristics of the *Human Relations* Approach to MCE

-
- ▶ Attempts to foster positive relationships among members of all racial and cultural groups.
 - ▶ Aims to strengthen student self-concept by honouring diverse student backgrounds.
 - ▶ Aims to increase school and social harmony.
 - ▶ Aspects of curriculum focus on eliminating racial and cultural stereotypes.
 - ▶ Curriculum promotes individual differences and similarities.
 - Curriculum includes works of some authors of colour.
 - ▶ Importance placed on celebrating cultural holidays.
 - Does not critically examine concepts such as race, class, gender, and oppression.
-

(Summarized from Grant and Tate, 1995)

Single Group Studies, the third approach, is summarized in Figure 3. This approach focuses on acquiring knowledge, awareness, respect, and acceptance of one group at a time. It attempts to promote social equality for the identified group and often involves discussions about the historical relationship between an identified group and the dominant groups in society. MCE practices operating from this approach tend to provide information about a specific cultural or racial group in separate units or courses as a means of consciousness-raising. Because of this focus, the *Single Group Studies* approach is often employed in the MCE programs and practices of schools in geographic areas and communities where there is a high level of representation of a specific cultural or racial group or where there is a perceived need to address the culture and concerns of a group that has been identified as a result of issues of conflict with the dominant culture. Courses in Aboriginal Studies and African Studies are examples of this approach.

Figure 3

Characteristics of the *Single Group Studies* Approach to MCE

-
- ▶ Seeks to raise awareness concerning the culture and social contributions of an identified group.
 - ▶ Teaches knowledge about a particular group separate from conventional classroom knowledge, commonly implemented in the form of ethnic studies.
 - ▶ Promotes social structural equality for an identified group.
 - ▶ Often employed in particular communities where a specific cultural group is predominant.
 - ▶ Often includes discussion about historical and present relationships between the identified group and the dominant groups in society: i.e. discusses oppression.
-

(Summarized from Grant and Tate, 1995)

Multicultural Education (summarized in Figure 4) is the fourth approach to MCE identified by Sleeter and Grant. MCE programs and practices based upon this approach address multiple cultural and racial groups at the same time and emphasize prejudice reduction, equality of educational opportunity, and social justice. A *Multicultural Education* approach often makes use of a curriculum that integrates the concerns, cultures, and perspectives of different ethnic and racial groups. This curriculum integration of various cultural perspectives is apparent in all subject areas. Additionally, programs and practices based on this approach often include an examination of societal inequities and discuss the social transmission of various forms of bias. MCE practices and programs based upon this approach promote cultural diversity and pluralism as desirable and beneficial societal goals. ESL instruction, as well as some instruction in minority languages, may be provided for the purpose of ensuring equal access to educational opportunities and also to encourage the promotion and maintenance of cultural diversity.

Figure 4

Characteristics of the *Multicultural Education* Approach to MCE

-
- ▶ Promotes social structural equality, prejudice reduction, and cultural pluralism.
 - ▶ May make provision for ESL instruction as well as some instruction in minority languages.
 - ▶ Makes use of a curriculum that reflects the contributions and perspectives of different cultural groups.
 - ▶ Concerns and culture of different groups is infused into all subject-related curriculum.
 - ▶ Examines race, class, and gender inequities in various areas of society.
 - ▶ Discusses the social transmission of various forms of bias.
 - ▶ Involves students actively in thinking and analyzing.
-

(Summarized from Grant and Tate, 1995)

Education that is Multicultural and Social Reconstructionist is the fifth approach to MCE identified by Sleeter and Grant and is summarized in Figure 5. MCE practices and programs based upon this approach are committed to developing the critical thinking skills of students to improve their understanding of the sociopolitical realities of discrimination and oppression. Concepts such as race, culture, class, and gender are critically analysed to promote an understanding of the intersections of various forms of oppression and discrimination. Furthermore, this approach promotes structural equality and cultural pluralism, and seeks to empower students to engage in social action to reconstruct society along these lines.

Figure 5

Characteristics of the *Education that is Multicultural and Social Reconstructionist* Approach to MCE

-
- ▶ Extends *Multicultural Education* approach by incorporating a critical analysis of race, culture, gender, class, and societal inequality and oppression.
 - ▶ Encourages students to consider their personal experiences and circumstances in the analysis.
 - ▶ Teaches students how to develop skills for social action and activism.
 - ▶ Recognizes the role of the school as both agent of social reproduction and site of social transformation.
 - ▶ Promotes structural equality and cultural pluralism.
-

(Summarized from Grant and Tate, 1995)

The characteristics of the five approaches to MCE identified by Sleeter and Grant (1987, 1988) provide benchmark criteria which can be used to analyze MCE opinions and practices. In this manner, Sleeter and Grant's approaches serve as a typology for the classification of MCE beliefs and practices. While other similar typologies exist (see, for

example, Young, 1984), the approaches distinguished by Sleeter and Grant provide a comprehensive set of criteria and discernable boundaries that facilitate classification. Therefore, these approaches provide the theoretical foundation for the classification of MCE beliefs and practices analyzed in this thesis.

Defining Anti-Racist Education

In the past decade there has been a shift in emphasis in the MCE literature, noting the emergence of an ARE perspective as an alternative to existing conceptions of MCE. Originally a British term (Brandt, 1986; Troyna, 1987), ARE has surfaced as an alternative to assimilationist and integrationist models of multiculturalism, and is grounded in a radical structuralist critique (Sleeter, 1992) of current MCE practices.

As with MCE, there is no single conception or definition of ARE. However, there are several characteristics which generally define ARE and typify it as distinct from MCE. Moodley (1995) suggests that ARE seeks to understand individual and group experiences within institutional and power structures. Inspired from Neo-Marxist critical theory (Dei, 1993, 1996; Lee, 1985; Moodley, 1995), ARE aims to use the development of critical thinking skills to raise individual and group consciousness in order to grasp and question the existence of oppression, domination, and inequality. Further, ARE acknowledges the role of schools in producing and reproducing forms of oppression in society. The ultimate goal of ARE is to empower students and teachers, among others, to take action toward social transformation for a more socially just society. An anti-racist curriculum differs from a multicultural curriculum in that an anti-racist curriculum seeks

to examine the historical and structural roots of inequality and racism, and to change the social realities that support, and in turn are supported by, racism.

It must be mentioned that there exists, in the literature, a debate between those who seek to distinguish between MCE and ARE (Brandt, 1986) and those who suggest that MCE and ARE share many common components (Kehoe & Mansfield, 1993). Kehoe and Mansfield assert that most differences between MCE and ARE, with the exception of the curriculum, are a matter of emphasis. However, others (Lynch, 1987; Tator and Henry, 1991) argue that MCE fails to address the realities of racial discrimination and institutionalized domination. Cummins (1988) suggests that much of the rhetoric of MCE has been symbolic, reflecting the “myth of multiculturalism” rather than “a real commitment to fully eradicating the racism that has characterized much of Canadian education in the past” (p. 131). However, given the characteristics of ARE, and its association with radical structuralism, ARE can be considered to fall within the final category of Sleeter and Grant’s (1988) classification of MCE approaches, *Education that is Multicultural and Social Reconstructionist*. While not perfectly parallel, the association of ARE with this approach to MCE has been used in this thesis in order to facilitate classification of the opinions analyzed.

Locating English-as-a-Second-Language-Instruction Within Multicultural Education and Anti-Racist Education Frameworks

As previously discussed, ESL programs in Canada have witnessed a shift from ESL for assimilation, to ESL for equalizing school opportunities. According to Kehoe

and Mansfield (1993), MCE advocates suggest that teaching ESL is one of several strategies for attaining equivalency of school achievement. Current MCE and ARE theory has presented a challenge to ESL teaching, suggesting that it must be focused upon student empowerment if it is to truly move beyond its assimilationist roots (Benesch, 1993; Corson, 1992, 1993, 1994; Cummins, 1993; Polesel, 1990; Tollefson, 1991, 1995).

Evidence to suggest that such a move is occurring can be found in current ESL teaching (TESL) and SLA theory and research. Ellis (1994) reports that the fields of SLA and TESL have both witnessed a major shift in the kinds of research being done during the last 20 years, with a new focus on social and contextual aspects of language learning. This new research direction makes a contribution to the connection between ESL and MCE by focusing attention on cultural characteristics of learners, as well as on the learning impacts of adaptation to a new cultural environment. Minami and Ovando (1995) suggest that this shift in focus in language studies can be attributed to the decline in popularity of behaviourist language teaching methods such as the audiolingual approach. To this end, they name Noam Chomsky as the dragon slayer of audiolingualism as it was his 1959 critique of behaviourist theories of language learning that heralded the end to such approaches.

To the extent that recent TESL and SLA theories have contributed to improved language teaching methods, they may be regarded as contributing to the general empowerment of language minority students. However, viewing language acquisition as the sole means of student empowerment limits the empowerment agenda to a one

dimensional, narrow perspective. When ESL teachers focus solely on improving their students' language acquisition without consideration of the socio-political context that language acquisition and use occur within, there can be no claim of it being empowering in the sense that the term is used in ARE. Knowing that different cultural patterns of social interaction are used in different environments is of little real consequence if such knowledge is exploited for language acquisition purposes alone. Such an approach continues to reinforce notions of individual deficit in language learning without consideration of the societal and institutional structures that such learning occurs within (Benesch, 1993; Corson, 1992, 1993, 1994; Cummins, 1993; Polesel, 1990; Tollefson, 1991, 1995).

Moodley (1995) notes that since the late 1980s major Canadian language education journals have portrayed a shift away from the more technical aspects of language learning and have instead begun to recognize the wider issues of language and culture. She claims that this reflects a heightened awareness on the part of language educators of the potential for hidden assimilationist agendas in language teaching. Noticeable within the literature is the increased use of the term "empowerment" (Cummins, 1986, 1994b; Sauvé, 1989; Tollefson, 1991, 1995). While agreement on what is meant by empowerment is by no means unanimous, the prevalent use of the term indicates a recognition of socio-political concerns in language instruction and a commitment to the basic principles of social justice embodied in ARE. For example, student empowerment as reflected in the writings of Jim Cummins (1986) is aimed at providing students with all of the conceptual knowledge and skills necessary to begin to

take action in controlling their own reality and creating their own knowledge. Most often, “empowerment” is used in conjunction with concepts such as oppression and discrimination, indicating that there are socio-political barriers that need to be overcome in empowering such students. For Cummins, “... students from ‘dominated’ societal groups are ‘empowered’ or ‘disabled’ as a direct result of their interactions with educators in the schools” (1986, p. 21). Cummins describes four structural elements of school organization through which educators hold implicit or explicit role definitions regarding minority students. Educators’ role definitions for each of these elements exist along a continuum, one end of which promotes the empowerment of students and the other contributes to the disabling of students. These characteristic structural elements reflect the extent to which:

- 1) minority students’ language and culture are incorporated into the school program;
- 2) minority community participation is encouraged as an integral component of children’s education;
- 3) the pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge;
- 4) professionals involved in assessment become advocates for minority students rather than legitimizing the location of the “problem” in the students (Cummins, 1986, p. 21).

To the extent that ESL teachers are willing to adopt positions of advocacy for MCE and ARE, they are practising effective empowerment education. Several theorists (Ashworth, 1992; Cummins, 1986; Sauvé, 1989) suggest that such advocacy is the

responsibility of effective ESL teachers. This view corresponds to one of the research goals of this study, namely to determine the level of advocacy that ESL teachers have embraced, and also to explore the level of responsibility and leadership for MCE and ARE that they are given, want, and feel competent to accept.

Research Literature

There is little research literature exploring the role of MCE and ARE in TESL. Despite the extensive referencing to Cummins in the theoretical literature, no research has been conducted on assessing his model of intervention for ESL students. A 1993 study by Corson (1994), reporting on a province-wide survey of ESL teachers in Ontario, was related to provisions and demand for ESL instruction rather than to an analysis of MCE and ARE practices. What did emerge from Corson's study, however, was a list of biased practices which he identified as problematic for ESL teachers. The list includes:

- 1) Cultural and racial bias in curricula and pedagogical practices.
- 2) Linguicism, a parallel form of bias to racism but directed at the speaker of another language rather than a member of another race.
- 3) Bias against non-standard varieties of English and the use of non-standard varieties in creating teacher stereotypes.
- 4) Bias against the discourse norms of children with different cultural values.
- 5) Bias against the discourse norms of girls.
- 6) Bias against exceptional ESL students who go unnoticed as a result of their status as ESL students (Corson, 1994, pp. 9-11).

Corson's challenge to ESL teachers is a direct link to MCE and ARE practice, suggesting that, "...when they promote awareness of the possibility of reforming language

practices and practice for future change, ESL teachers are engaging in the most emancipatory form of teaching possible: encouraging students to contribute to improving wider practices” (1994, p. 11).

Unfortunately, no current research specifically studies ESL teacher perceptions, beliefs, and attitudes to MCE and ARE. As indicated earlier, I have drawn considerable support from the research of Solomon and Levine-Rasky (1994), which undertook a Canada-wide study of “regular” teacher perceptions, beliefs, and attitudes to MCE and ARE. In light of the present literature review, it seems pertinent to extend Solomon and Levine-Rasky’s research into the ESL teaching field. Their research was able to uncover various forms of resistance to MCE and ARE practice that the current MCE and ARE critiques of ESL suggest might also occur within the ESL teaching profession (Solomon and Levine-Rasky, 1996). They observed that as abstract principles, MCE and ARE had substantial support. However, these concepts were not widely implemented at the level of classroom practice. Furthermore, they were able to identify several obstacles to successful professional development (PD) programs for advancing an MCE and ARE agenda.

The Policy Context of English-as-a-Second-Language Instruction, Multicultural Education, and Anti-Racist Education in Manitoba

Careful reading is warranted of provincial policies and documents pertaining to MCE, ARE, and ESL instruction in Manitoba in light of their potential impact on teacher opinions and practices. As mentioned previously, the development of Manitoba

multicultural education policies has tended to mirror those at the national level. These policies indicate a shift away from ESL for the purposes of assimilation to the recognition of ESL as a method of ensuring educational equity within a MCE framework. However, it wasn't until 1992 that this was formalized in a provincial policy on multicultural education, where the Government of Manitoba's conception of MCE is stated in three main thrusts: education for full participation in society, education for cultural and linguistic development, and education for intercultural understanding (Manitoba Education and Training, 1992b). These thrusts indicate a concern for equality of opportunity, maintenance of minority cultures, and the establishment of intercultural harmony. Given these main thrusts, the type of MCE advocated in this policy appears to fall within the *Multicultural Education* approach of Sleeter and Grant's (1987, 1988) typology, contrary to Moodley's (1995) caution that most MCE policies invoke a *Human Relations* approach that leaves existing curriculum intact, with celebration-type activities persisting as add-on features. However, an in-depth analysis of the MCE approach reflected in Manitoba policies is beyond the scope of this thesis.

The role of ESL instruction in the Manitoba MCE policy is tied directly to the concept of ensuring equality of educational opportunity by associating the provision of language training with the thrust for education for full participation in society (MET, 1992b). To support the use of ESL instruction as a vehicle for achieving MCE goals, additional funding that was provided before the 1992 policy continues to be allocated for students receiving ESL instruction. This funding can be accessed for up to three years per student, at the rate of \$660 per year in addition to regular tuition funding provided for all

students (MET, 1992a). Some disagreement exists as to whether or not this funding represents sufficient support for ESL students as the annual disbursements are not sufficient to allow the hiring of ESL teachers in schools with limited ESL student populations. Additionally, the three year duration of funding is not sufficient to ensure the development of academic proficiency in English, a process which Cummins (1994a) suggests may take up to seven years. Nonetheless, the provision of ESL instruction in association with the MCE thrusts identified in the 1992 MCE policy remains the basic template for the delivery of ESL instruction today.

Beginning in 1994, the Government of Manitoba issued a series of policy documents entitled Renewing Education: New Directions (MET, 1994, 1995a, 1995b). These documents outline the direction of current educational reform being undertaken by public schools in Manitoba. The first of these documents, A Blueprint for Action (MET, 1994), outlines six priority areas for school change, including large-scale curriculum reform, provision for provincial standards testing, increased school accountability, parental involvement in school direction, and the need for a review of teacher education and certification. While the document makes no overt statements about MCE and ARE, their importance can be inferred from the document's suggestion that, "... developing an understanding of, and appreciation for, our society's diverse population" (p. 10) is an essential learning, as is, "developing a sense of global interconnectedness" (p. 10). Furthermore, school plans, made mandatory by the document, may include statements about, "dealing with bias, discrimination, and harassment" (p. 22). Likewise, the importance of ESL instruction is implied by the document's claim that schools should,

“provide learning environments which recognize that students come from diverse cultural, *linguistic*, and socio-economic backgrounds” (p. 20); (emphasis added). These statements are far more general than those of the 1992 MCE policy, and appear to describe a *Human Relations* approach to MCE.

The Action Plan (MET, 1995a), the second New Directions document, outlines implementation details for the educational reforms proposed in the Blueprint for Action. Again, there are no explicit statements about MCE/ARE, but the document does indicate that teachers will be expected to respond to diversity in terms of the cultures, family structures, values, and interests of students (p. 37). ESL instruction is mentioned overtly in that the document states that, “Some ESL students may require modified provincial outcomes to assist them in making a transition into regular programs” (p. 7). This gives rise to the so-called “E” designation which allows teachers to modify provincially approved courses in a number of ways in order to facilitate both language and content learning for ESL students.

A Foundation for Excellence (MET, 1995b) is probably the most important of the New Directions documents for MCE and ARE. This document provides a description of the curriculum development process to be used in Manitoba, and details the elements that must be integrated into all curriculum documents. It is essential to note that equity is stated as a guiding principle for the mission of Manitoba Education and Training. This commitment to equity is clearly evident in the statement of elements to be integrated into all new curriculum, which include, among others: Aboriginal perspectives, gender fairness, human diversity, and anti-racist/anti-bias education (p. 16). The inclusion of

these elements into all curricula represents a substantial step forward in recognizing the need to infuse equity issues throughout the curriculum.

While it is possible to view the curriculum inclusion of equity issues with optimism, it is important to note that, unlike the clear definition of MCE provided in the 1992 Manitoba multicultural education policy (MET 1992b), A Foundation for Excellence mentions anti-racist and anti-bias education but provides no explicit definition of what these items mean (MET, 1995b, p. 20). Presumably there should be a Departmental definition of such terms for teachers and administrators to refer to, but none exists. This is interesting in that the terms are therefore used in a manner that doesn't necessarily challenge teachers' personal conceptions of these terms, conceptions which Solomon and Levine-Rasky (1994, 1996) suggest have little to do with the view of anti-racism supported in the academic literature. In other words, by not defining what they mean by anti-racist and anti-bias education, Manitoba Education and Training presume that the popularly held view of these terms is sufficient and therefore not in need of policy-level definition. Ironically, the 1992 Multicultural Education policy, and the term "multicultural education" itself, are not mentioned in the New Directions documents, creating a sense of ambiguity over whether New Directions will operate in conjunction with the 1992 policy, or replace the 1992 policy with yet to be specified conceptions of MCE and ARE. Given this ambiguity, and without a clear definition of terms, it is impossible to determine which of Sleeter and Grant's (1987, 1988) approaches to MCE is represented in the New Directions documents. Furthermore, while it may be argued that the implementation of MCE/ARE curriculum materials outlined in

current policy indicates a shift toward systemic change, many critics argue that there are too many competing priorities in current educational reforms to ensure that the MCE and ARE objectives remain high priorities for implementation (CCMIE, 1997). Given the present focus on standards testing, student performance, and school achievement, it is suggested that MCE and ARE may receive little attention in teacher in-service and professional development training in comparison to those curricular items likely to be assessed in provincial exams.

The exclusion of appropriate definitions for MCE and ARE persists in the ESL resource documents (MET, 1995c, 1996) of the New Directions series. These documents outline the procedures for modification of existing courses to meet the learning needs of ESL students, and aim to assist teachers in including ESL students in regular academic programming. However, the documents make no mention of MCE and ARE practices or policies. These are considerable omissions given the role specified for ESL instruction in the 1992 MCE policy. Interestingly, Towards Inclusion: Programming for English as a Second Language Students, Senior 1-4 (MET, 1996), provides a list of factors which, it is suggested, facilitate language acquisition and learning, yet not included in the list are such ideas as valuing and incorporating into the school the students first language and culture, and recognizing and being sensitive to cultural differences and learning styles, factors which Cummins (1986) states are essential in an empowering MCE/ARE approach to ESL instruction. By failing to address these matters, ESL instruction may not, in fact, meet its specified objective of facilitating equality of educational opportunity.

Confounding the provision of ESL as stated in the New Directions documents is the fact that recent fiscal restraint in education spending has impacted directly on ESL teacher positions (Federkevic, 1994). Many ESL teachers have lost their jobs in the past five years, with their responsibilities being shifted to resource teachers, where available, and to regular classroom teachers who may or may not have Instructional Assistant (IA) support for the ESL students in their classes. Thus, ESL instruction is increasingly being provided by teachers with little or no specific training in TESL. This situation is compounded by the fact that there continues to be no specific qualification or certification requirements for the specialist ESL teachers who retain their employment. While the annual \$660 continues to be provided for ESL students, the majority of this allocation is not being spent on ESL teacher salaries or training. Furthermore, the current funding allocation for ESL students is presently under review as part of the Manitoba Special Education Review (Marquardson, 1998). Uncertainty about the future of this allocation has increased due to proposed changes to federal immigration policy that seek to reduce the number of immigrants arriving in Canada in need of ESL instruction.

At present, many school divisions and districts are encountering ESL populations where none existed before (Federkevic, 1994, 1995). Federkevic points out the present contradiction between the presence of ESL student populations and a decrease in the provision and support of ESL instruction in Manitoba schools. The current thrust towards mainstreaming Manitoba ESL students without appropriate support counteracts the progressive shift that has occurred in TESL and SLA theory. This is important, as it presents a structural impediment to the realization of many of the goals of inclusivity and empowerment discussed in the literature reviewed thus far. Although MET recognizes

the need for regular classroom teachers to have training in ESL instruction (MET, 1996, p. 11), Federkevic suggests that the larger class sizes that result from mainstreaming ESL students may contribute to an increase in negative attitudes towards ESL students, by teachers and other students. Such a possibility is directly related to the focus of this research.

In conclusion, the literature reviewed in this chapter has demonstrated the relationship of ESL instruction to MCE and ARE by showing that the role of ESL instruction has changed in parallel with policy-mandated shifts in Canadian cultural identity. Specifically, ESL instruction has undergone a role change from being a tool used for cultural assimilation to being a tool used for establishing cultural pluralism within a bilingual framework. This is a result of Canada's assertion of multiculturalism as expressed in federal and provincial government policies. Because English remains as one of the country's official languages, knowledge of English is seen as a means of providing equitable access to the nation's various institutions, including educational institutions. To the extent that such equitable access to educational institutions is reflected in MCE policies, ESL instruction forms part of an MCE mandate.

The expectation that the instructional practices of individual ESL teachers contribute to broader objectives of multiculturalism and MCE policies provides the grounds for the study reported in this thesis. A survey of the MCE and ARE perspectives of ESL teachers in Manitoba will provide an indication of the kinds of MCE and ARE that they understand to be appropriate and, thus, some suggestion of the contribution that they may be making to the objectives of various types of MCE and ARE.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES: A Survey of Manitoba's K-12 English-as-a-Second-Language Teachers

Methodology

This survey study made use of a questionnaire as the primary research instrument. This has provided a quantitative basis for the descriptive context of the study. As a secondary means of data collection, a number of interviews were conducted as a follow-up to the questionnaire. The interviews added a qualitative dimension to the descriptive study, allowing for some probing of meanings behind attitudes, beliefs, and practices (Creswell, 1994). The combined questionnaire and interview survey format is appropriate for the objectives of this study as it provided an opportunity to examine the several research variables across the population concerned. As Johnson (1992) notes, "the purpose of a survey is to examine one or more variables for larger numbers of entities" (p. 104). Furthermore, having two modes of data collection (questionnaire and interview) allowed for both quantitative and qualitative readings of the data.

It should be emphasized, however, that this study remains largely qualitative. While the questionnaire data does provide a quantitative aspect to the study, it is based upon the qualitative framework of opinion data. An over-reliance on analytical statistics would create a false impression of precision contrary to the nature of the study. For this reason, statistics are used primarily to draw some initial conclusions and to indicate the areas of interest which are then followed-up on in more qualitative terms.

Defining and Identifying the Population

The population in question for this survey was all K-12 public school ESL teachers in the province of Manitoba, during the 1996/97 school year. This meant all teachers who taught ESL classes in the public school system that year, whether or not they were hired with contractual recognition as ESL teachers and specialists. It needs to be made explicit that the study focused only upon those teachers who were recognized as teaching ESL classes, however large or small those classes may have been. For the purposes of this study, a “regular classroom teacher” who had ESL students in her or his class but was generally teaching what is recognized as the “regular” curriculum to “regular” students was not classified as an ESL teacher.

Identifying the population of ESL teachers in Manitoba presented a major challenge to this study for several reasons:

1. Not all ESL teachers in Manitoba are contractually identified as such.
2. Manitoba ESL teachers require no special certification so are not readily identifiable through a professional registration system with Manitoba Education and Training, nor through a professional association.
3. Many ESL teachers in Manitoba are itinerant specialists, delivering ESL instruction at several schools without being recognized as a staff member at any one of those schools. Therefore, a scheme for identifying ESL teachers at the school level may fail to recognize all ESL teachers.
4. Much of the ESL teaching in Manitoba schools is done by resource teachers. These teachers, despite being the primary deliverers of ESL instruction in many schools, may not identify themselves as ESL teachers, and may, in fact, see ESL instruction as a resource responsibility.
5. Additionally, many ESL teacher positions have been cut from schools, and

their workload shifted to instructional assistants (IAs). Because these IAs are not recognized professionally as teachers, they may not be readily identified by schools or divisions when asked about who provides ESL instruction in their schools (Note: IAs were not considered to be part of the study population.).

In order to overcome these obstacles, several methods were used to identify the population. Primary among these was direct contact by telephone with all schools in Manitoba that were identified as having received funding for five or more ESL students in the 1995/96 school year. This data was provided by Manitoba Education and Training. The telephone calls generated a list of ESL teachers that was further supplemented by a list of all teachers who were designated as ESL teachers in their 1996/97 workload information, again provided by Manitoba Education and Training. A final source of identification of potential ESL teachers was a list of all reported “E” designated courses for the 1996/97 school year, since the teachers who reported such courses could be considered as possible participants. Using this multi-source method for identifying ESL teachers, the initial population size was determined to be 201 teachers.

Instruments

Adapting and Modifying the Questionnaire

The questionnaire instrument used (see Appendix B) was adapted, with permission, from the instrument used by Solomon and Levine-Rasky (1994) in their national study of educators’ responses to MCE/ARE. The original instrument was redesigned to accommodate the goals of the present study. More specifically, the

instrument was reworked to focus upon the MCE/ARE issues in question as perceived by K-12 ESL teachers in Manitoba. Such is also the case for the original questions used in the follow-up interviews that Solomon and Levine-Rasky conducted. All revisions to the original questionnaire instrument and interview question list were done in light of e-mail correspondence with Dr. P. Solomon and discussions with my advisory committee and other faculty, and in light of a review of the relevant literature.

Solomon and Levine-Rasky's (1994) questionnaire asked 55 questions, in Likert-type format, with seven specific groups of questions for areas of interest and 16 stand-alone items. The items were categorized into seven groups as follows:

Groups:

Goals of MCE and ARE (Items 1, 2, 3, 4).

Policy (Items 5, 18, 38, 43).

Teaching Practices (Items 7, 16, 19, 26, 34, 35).

Other School Practices (Items 8, 20, 40).

Pedagogy (Items 6, 14, 21, 41, 44, 45, 48, 52, 53).

Beliefs (Items 13, 23, 31, 32, 33, 39, 46).

Education and Training (Items 10, 25, 28, 36, 49, 54).

Stand Alone Items:

Items 9, 11, 12, 15, 17, 22, 24, 27, 29, 30, 37, 42, 47, 50, 51, 55.

The integrity of the grouped items was maintained in the modified instrument (see Appendix B) to permit comparison of the results with those obtained in Solomon and Levine-Rasky's (1994) study. Only four items from the Education and Training

group were slightly modified to provide a focus upon the ESL teacher and the ESL teaching situation rather than upon the “regular” teacher in the “regular” classroom. These small modifications did not alter the overall integrity of these questions as the underlying factor in question remained the same.

The 16 stand alone items were changed considerably in order to introduce themes that required exploration specific to this study. The groups and themes in the modified instrument are as follows:

Groups:

Goals of MCE and ARE (Items 1, 2, 3, 4).

Policy (Items 5, 18, 38, 43).

Teaching Practices (Items 7, 16, 19, 26, 34, 35).

Other School Practices (Items 8, 20, 40).

Pedagogy (Items 6, 14, 21, 41, 44, 45, 48, 52, 53).

Beliefs (Items 13, 23, 31, 32, 33, 39, 46).

Education and Training (Items 10, 25, 28, 36, 49, 54).

Themes:

Advocacy (Items 9, 42).

Parental Involvement (Items 15, 17).

Competence (Items 11, 22, 29, 30).

Leadership (Items 37, 47).

Qualifications and Skills (Items 24, 50)

Integrated ESL and MCE/ARE (Items 27, 51, 55)

Stand Alone Items:

Item 12

In addition to the revision of the question items in the original questionnaire, the section of demographic questions was altered considerably in order to permit the identification of significant characteristics of the ESL teaching community. Data obtained from the demographic questions was used to establish some form of “picture” of the ESL teaching profession in Manitoba, as well as being used as cross-tabulation factors in the data analysis.

Pilot Study of the Questionnaire

The modified instrument was submitted to a pilot study during the first week of May, 1997, to establish the face validity of the question items and to develop confidence in the responses given. However, no attempt was made to establish reliability coefficients for the grouped items or for the revised items and themes. Because the grouped items were not changed from those used by Solomon and Levine-Rasky (1994), the reliability previously established for them was deemed to remain valid in the modified questionnaire. Furthermore, no effort was made to create a standardized instrument, as this was not necessary for an opinion survey of this type.

Six K-12 public school ESL teachers who were colleagues of the researcher were asked to complete the questionnaire and participate in a follow-up interview related to their understanding and interpretation of the questionnaire items. Their responses indicated the need for some minor revisions to the questionnaire which was otherwise considered to have good face and content validity. The names of the six pilot study participants were then removed from the population list of ESL teachers for this study.

Analytical Scheme for Questionnaire Responses

Questionnaire data was submitted to several forms of descriptive statistical analysis using the statistical program SPSS for Windows, version 6.0. Responses to individual items were assessed for frequencies and were then organized into respective groups and themes. The frequencies obtained were assessed for distributions and were subjected to measures of central tendency (mean and standard deviation). Responses obtained have also been qualitatively interpreted in light of the five main questions of this study. Table 1 describes the relationships between individual questionnaire items, the groups and themes among the questionnaire items, and the five main research questions.

Table 1

Relation of Questionnaire Item Groups and Themes to Main Study Questions

Study Question	Related Groups and Themes (Items)
1. Some of the attitudes and beliefs that ESL teachers hold about MCE/ARE.	Goals of MCE and ARE (1, 2, 3, 4) Policy (5, 18, 38, 43) Pedagogy (6, 14, 21, 41, 44, 45, 48, 52, 53) Beliefs (13, 23, 31, 32, 33, 39, 46) Integrated ESL and MCE/ARE (27, 51, 55) Stand Alone Item 12
2. The extent to which ESL teacher attitudes and beliefs about MCE/ARE are reflected in their self-reported classroom practices.	Teaching Practices (7, 16, 19, 26, 34, 35) Parental Involvement (15, 17) Integrated ESL and MCE/ARE (27, 51, 55)
3. The extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE/ARE programs in schools.	Other School Practices (Items 8, 20, 40) Advocacy (9, 42) Leadership (37, 47)
4. The extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE/ARE programs in schools.	Competence (11, 22, 29, 30) Leadership (37, 47)
5. ESL teacher perspectives on the effectiveness of preservice and inservice MCE/ARE professional development and training initiatives.	Education and Training (10, 25, 28, 36, 49, 54) Qualifications and Skills (24, 50)

Where conducive, responses obtained were also classified according to Sleeter and Grant's (1987, 1988) five approaches to MCE (see Section 2.2). However, only some of the questionnaire items lend themselves to this analysis: the original questionnaire instrument developed by Solomon and Levine-Rasky (1994) was not designed with the intention of reflecting these approaches.

As indicated in Table 1, items 1, 2, 3, and 4 constitute the *goals* group. Responses to these items give some indication of the beliefs held by the respondents about the goals of MCE and ARE. It is suggested that agreement responses for all four items indicate teacher agreement with some of the broad goals of MCE and ARE. However, in light of the diversity of views about what constitutes MCE and ARE, various combinations of responses are possible. For example, agreement with both item 1 and item 2 is necessary in order to suggest that the view of MCE held is consistent with the *Multicultural Education* approach: item 1 alone does not suggest any explicit changes to curriculum in a manner appropriate to this approach. Likewise, agreement responses for items 3 and 4 together provide some suggestion that the beliefs held support the goals of ARE as cited in the literature and represented in the *Education that is Multicultural and Social Reconstructionist* approach, whereas agreement with item 3 alone, with no statement about institutional forms of discrimination, doesn't allow for this suggestion.

Items 5, 18, 38, and 43 form the *policy* group and focus on the respondents' perceptions of the acceptance of current policies rather than on their understanding of such policy. Agreement responses for 5, 18, and 43 indicate perceived support for MCE and ARE policy, while a similar response for item 38 indicates perceived resistance to

MCE and ARE policy in a respondent's school. The analysis of responses anticipated that those teachers indicating agreement responses for items 5, 18, and 43 would indicate disagreement for item 38.

The *teaching practices* group is formed by questions 7, 16, 19, 26, 34, and 35. Agreement responses to items 7 and 35 suggest support of a *Human Relations* approach to MCE, but agreement with items 34 and 35 is necessary in order to suggest a *Multicultural Education* approach to MCE that acknowledges the importance of curriculum inclusion of MCE issues. Agreement responses for items 19 and 26 indicate support for ARE practices in the classroom, corresponding with curriculum infusion of MCE/ARE issues and the encouragement of social action as entailed in the *Education that is Multicultural and Social Reconstructionist* approach. It was anticipated that not all teachers supporting MCE practices would support ARE practices.

The *other school practices* group is comprised of items 8, 20, and 40. An agreement response to item 8 suggests that the teacher has assumed responsibility for MCE and ARE issues throughout her or his teaching and school interactions. Such a response indicates a high level of support for MCE. Item 20 also explores this issue, but concerns the teacher's level of awareness of potential cultural bias in assessment procedures. An agreement response indicates support for diverse assessment procedures, reflecting aspects of the *Multicultural Education* approach. Item 40 provides a check against the other questions in this group, requiring a disagreement response to indicate an acceptance of cultural and racial diversity as reflected in many of the views of MCE and ARE.

The *pedagogy* group is made up by items 6, 14, 21, 41, 44, 45, 48, 52, and 53. Disagreement responses were expected for all items from those teachers who understand and support general conceptions of MCE and ARE. However, a large number of ambivalent responses for question 41 were anticipated since some teachers may not recognize a clear connection between the need for MCE and ARE and the need for literacy and numeracy skills. Nonetheless, it is still possible to obtain literacy and numeracy skills within an MCE and ARE context. Items 14, 52, and 53 pertain to ARE and therefore provide some indication about respondents' support for ARE. However, the content of these items does not parallel the criteria of the *Education that is Multicultural and Social Reconstructionist* approach, so supportive responses to these items do not necessarily indicate support for this approach.

Items 13, 23, 31, 32, 33, 39, and 46 constitute the *beliefs* group. An agreement response was anticipated for item 13 alone, reflecting support of cultural and racial diversity. All other items were anticipated to receive disagreement responses from those teachers who hold beliefs supportive of some form of MCE and ARE. However, these items do not lend themselves to classification within Sleeter and Grant's (1987, 1988) approaches to MCE as they do not correspond exactly with the distinctions of specific approaches. Items 31, 33, and 46 pertain to ARE and therefore provide an indication of the respondents' awareness and support of ARE principles.

The *education and training* group is made of items 10, 25, 28, 36, 49, and 54. These items provide an indication of the teachers' perceptions of the effectiveness of current inservice and preservice training in MCE and ARE. Disagreement responses for

items 10 and 25 indicate a perceived need for improved inservice for MCE and ARE. Items 28, 36, and 49 are directed at the respondents' perceptions of the role that faculties of education should be taking in preservice and inservice MCE/ARE training, with agreement responses indicating a perception that faculties of education need to do more to help teachers address MCE and ARE issues. Agreement with item 54 indicates a desire for mandatory MCE and ARE inservice training.

The *advocacy* theme is comprised of items 9 and 42. Agreement responses to these items indicate that the respondent feels that advocacy for MCE and ARE is part of the ESL teacher's responsibilities in school. Agreement with the *parental involvement* theme, items 15 and 17, indicates not only the desire to include parents in the ESL programs of their children, but also indicates support for elements of the empowerment agenda detailed by Cummins (1986). To this end, a *Multicultural Education* approach to MCE may be inferred from agreement responses.

The items relating to the *competence* theme are items 11, 22, 29, and 30. Agreement responses to items 11 and 30 indicate that the teacher is confident in their skills for teaching ESL from ARE and MCE perspectives, while agreement to items 22 and 29 indicates teacher feelings of competence for the MCE and ARE demands outside of their classrooms. Corresponding to this theme is the *leadership* theme, comprised by items 37 and 47. Agreement responses to these items indicate that the respondent feels called upon to assume a leadership role for the MCE and ARE practices in their school.

Items 24 and 50 relate to the *qualifications and skills* theme. Agreement responses to these items indicate that the respondent supports mandatory MCE and ARE

training for ESL teachers and provincial certification of ESL teachers. The *integrated ESL and MCE ARE* theme is seen in items 27, 51, and 55. For those teachers with an understanding of and commitment to *Multicultural Education* and/or *Education that is Multicultural and Social Reconstructionist* approaches to MCE, agreement responses were expected for items 27 and 51, while a disagreement response was expected for item 55. Item 12, as a stand alone item, provides an assessment of the respondents' attitudes toward the term "anti-racism", with an agreement response indicating a view of ARE that is not consistent with many of the features of ARE expressed in the literature review.

Because the integrity of the items in the original seven groups of the Solomon questionnaire have been maintained in the modified questionnaire, I have been able to make some general comparisons of my findings to those obtained in Solomon and Levine-Rasky's study. Such a comparison indicates how the responses of Manitoba K-12 public school ESL teachers compare to those given by Solomon and Levine-Rasky's respondents which comprised a large sample of K-12 public school teachers from across Canada.

The questionnaire also provided a large number of comments and anecdotal remarks. These have been recorded and analyzed for any compatibility or incompatibility with the statistical results. Where appropriate, these comments and remarks have also been classified according to Sleeter and Grant's (1987, 1988) five approaches to MCE.

In addition to frequency calculations, cross-tabular calculations were performed to assess differences in responses resulting from various demographic variables. The results of these calculations are presented in Chapter 5. In all cases, responses to each

demographic variable, as well as to questionnaire items, were collapsed into bivariate groups for this analysis. This methodology will be described in more detail, specific to each demographic variable, in Chapter 5. It must be noted that the Solomon and Levine-Rasky (1994) study made use of non-parametric statistical analysis to determine significance in demographic variation. However, the present study is a population study, and made no use of samples within that population for making inferences back to the larger population. For this reason, any difference between responses from different demographic cohorts is a real difference, and is significant to the degree set by the researcher (Borg and Gall, 1989; Kranzler and Moursund, 1995; Pagano, 1986).

Cross-tabular calculations were done for gender, grade level currently taught, urban and rural school comparisons, years of TESL experience, years of teaching experience, and ethnicity, and any difference of 10% or more was used as a general indicator of significance.² Any variation in responses due to demographic differences has been considered in light of the five research questions of this study.

Distribution and Collection Procedures

This study received University of Manitoba Faculty of Education Ethics Committee approval on April 28, 1997.³ Following the pilot study and subsequent revisions to the questionnaire instrument, the questionnaire was distributed to all

2. Solomon and Levine-Rasky used six categories of ethnicity in their cross-tabular calculations, despite leaving ethnicity as an open response item in the demographic section of their questionnaire. They derived these categories from the answers they received. I have chosen to maintain the open answer ethnicity item and to use the same categories of ethnicity in order to avoid the potential of negative reactions to a limited response multiple choice question of ethnicity.

3. Subsequent to the initial mail-out of questionnaires, Winnipeg School Division No. 1 contacted Dr. Richard Kidd to advise him that the study required approval of their divisional ethics committee in order for teachers in that division to participate. I immediately contacted the head of the Winnipeg School Division No. 1 ethics committee and made appropriate arrangements for the study in that division.

identified K-12 ESL teachers in Manitoba. On May 12, 1997, 201 questionnaires were mailed using the regular postal system as well some of the school divisions' internal mail systems where possible. Respondents were provided with a survey package containing a covering letter, the questionnaire, a voluntary self-identification sheet attached to the questionnaire, an unmarked envelope, and a postage paid return envelope. The covering letter clearly explained who was conducting the survey and provided a brief, non-technical description of the study. Also provided was a description of the task required of respondents and an estimate of how much time would be required to complete the questionnaire (approximately 30 minutes). The covering letter clearly indicated the anonymous and voluntary nature of the study, and provided a name, address, and clear information for obtaining additional information at any time during the study. Completed questionnaires were returned to the researcher in the pre-addressed, postage paid envelope.

A follow-up letter was mailed out to all questionnaire candidates on May 30, 1997. The follow-up letter also included a request that asked any teacher who had received the questionnaire but did not consider himself or herself an ESL teacher to contact the researcher and have his or her name removed from the population list. This notice was followed by a round of telephone calls to all remaining teachers on the population list to verify their status as ESL teachers and therefore valid members of the population. This telephone follow-up was complete by June 11, 1997. Following confirmation by mail and telephone, the population list was significantly reduced, from the original 201 teachers, down to a total of 109 teachers verified as ESL teachers in Manitoba K-12 public schools for the 1996/97 school year.

Follow-up Interviews

A confidential list of potential interview candidates was compiled of those respondents who chose to identify themselves using the identification form enclosed in the survey package. The names of these respondents were in no way associated with their questionnaire responses, thus ensuring the anonymity of their questionnaires. Interview candidates were then intentionally selected through purposive sampling (Fraenkel & Wallen, 1993) to ensure representation of some of the many demographic variables used in the study. There were obvious overlaps between each of the demographic categories used because in all cases a teacher occupied two or more categories at the same time. Nonetheless, the objective was to intentionally select interview candidates so that specific voices could emerge from the data obtained. Not all demographic cohorts were represented in the final list of potential interviewees.

Candidates selected for an interview were contacted by the researcher in order to arrange a convenient time for conducting the interview. At the outset of the formal interviews, the researcher discussed several issues with individual interviewees. The purpose and nature of the study were carefully described, along with a description of the interview procedures. Again, confidentiality was assured, and informed consent was obtained. Interview audio-tapes were transcribed and then destroyed, with all identifying characteristics of interviewees removed from the transcripts.

The interview sessions occurred after the analysis of the questionnaire data was complete. This allowed for final adjustments to the questions asked so that themes and issues arising from the questionnaire data could be pursued. The interviews provided an

opportunity to explore areas of inquiry in a more in-depth manner than the questionnaire permitted. Throughout the interviews, data analysis and collection occurred simultaneously in that the researcher was experiencing and responding to the interviewee's responses while audio-taping was in progress. The questions used in the interviews closely followed those used in the Solomon and Levine-Rasky (1994) study (see Appendix C). However, the questions formed a guide for the interview rather than a lock-step list of questions. Some variation in the questions occurred in all of the interviews, dependent upon the responses received and the need to explore specific issues with each interviewee. All questions, regardless of variation, focused specifically on the research questions of this study.

Interview data was interpreted in a qualitative manner in that the backgrounds and meanings behind beliefs, attitudes, and practices were probed for (Creswell, 1994). Furthermore, all interview data was compiled in a manner that facilitated the development of some answers to the five research questions. To this end, the interview data was used to reveal any inconsistencies with the quantitative data and to add quality and depth to the overall survey findings. Again, where appropriate, interviewees' beliefs have been classified within the theoretical framework of Sleeter and Grant's (1987, 1988) five approaches to MCE.

Limitations of the Methodology

The primary limitation of survey methodology using a mail-out questionnaire is the risk of obtaining an insufficient response rate from the survey sample to allow for

generalizing to the entire population. In the case of this study, however, the entire population was surveyed. For this reason, a response rate of at least 50% was deemed acceptable, with a preferred response rate of over 60% for increased credibility of the study's findings.

The survey methodology is additionally limited by the population in question in this study. Manitoba K-12 ESL teachers remain difficult to identify. The ESL teacher designation remains ambiguous in light of the fact that there are no established minimum qualifications required to be an ESL teacher in Manitoba, and many resource teachers and teachers' aides carry out a large amount of the ESL instruction in Manitoba schools. Furthermore, many regular classroom teachers identify themselves as ESL teachers due to their class enrollments having a large number of ESL students. This is also the case for several rural colony school teachers, whose students all qualify as ESL. Given these considerations, an ESL teacher in Manitoba is quite often any teacher who considers herself or himself to be one, regardless of whether or not ESL instruction is the primary contractual obligation.

Other limitations of the methodology involve reporting biases on the part of respondents. Self-serving attitudes and feelings about social desirability can bias the way that respondents answer questionnaire items and interview questions. Such bias is unavoidable and is difficult to factor into the study (Creswell, 1994). Cohen (cited in Cumming, 1994) also points out these and other issues related to opinion reporting on the part of respondents. These issues limit the study to being able to describe respondents' perceptions of their attitudes and practices rather than detailing what those practices

actually are. This is, perhaps, a limitation of the questionnaire instrument, in that it becomes a matter of interpretation to discover what the respondents' opinions mean. This means that the researcher's perspective becomes influential. In qualitative research, observer bias and observer expectation present possible difficulties for data interpretation (Fraenkel & Wallen, 1993), but these have been reduced in this study through the use of a consistent questionnaire instrument and several consistent interview questions.

A final limitation resides in the terms "multicultural education" and "anti-racist education." Both of these terms have generated considerable debate in the academic literature. That no single definition exists for either term poses a limitation in interpreting the opinions of classroom teachers who may function at a considerable distance from the forms of MCE and ARE presented in theoretical literature. However, in keeping with the objectives of this study, the range of responses given by teachers has been contrasted with the literature to give an impression of the kinds of ideas held about MCE and ARE by Manitoba's ESL teachers. While the five approaches to MCE identified by Sleeter and Grant (1987, 1988) have been used as the theoretical framework to facilitate this contrasting, they do not provide an exhaustive classification scheme for the many conceptions of MCE and ARE.

Delimitations

This study has considered responses from Manitoba K-12 ESL teachers in relation to Multicultural Education and Anti-Racist Education. There has been no attempt to generalize the findings to the regular teacher population. Nor has any attempt been made

to generalize findings to ESL teachers outside of the Manitoba K-12 public school system, including teachers of adult ESL in Manitoba. Additionally, those teachers who teach English Language Enrichment to Native Students (ELENS), have not been included in this study. Ambiguity lurks in this exclusion as in some cases an ELENS teacher and ESL teacher are one in the same. However, for practical reasons, as well as reasons resulting from policy and administrative distinctions held by Manitoba Education and Training, ELENS teachers are not formally considered to be part of this study.

To conclude this chapter, the methodology and procedures used in this study can be summarized as follows: the population of Manitoba K-12 ESL teachers was identified; a questionnaire was chosen and adapted to suit the research questions of this study; the questionnaire was distributed to the population; responses obtained were subjected to several types of statistical analysis; participants for follow-up interviews were identified and interviews were conducted to provide qualitative data to complement the questionnaire data; and finally, an assessment of all data was made to determine findings and some answers to the research questions of the study. It is to this final step, then, that this thesis will now turn. The following chapters will detail both questionnaire and interview data, as well as findings and some answers to the study's main questions.

CHAPTER FOUR

DESCRIPTIVE ANALYSIS OF QUESTIONNAIRE DATA: An Initial Analysis of English-as-a-Second-Language Teachers' Perceptions About Multicultural Education and Anti-Racist Education

The purpose of this chapter is to present the initial descriptive statistics generated from the questionnaire and to draw some preliminary conclusions from these statistics. In addition, anecdotal comments included in survey responses will be presented. All of this will constitute a first attempt to answer the five main questions of this study: *some of the attitudes and beliefs that ESL teachers hold about MCE ARE; the extent to which ESL teachers' attitudes and beliefs about MCE ARE are reflected in their self-reported classroom practices; the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in schools; the extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE ARE programs in schools; ESL teacher perspectives on the effectiveness of preservice and inservice MCE ARE professional development and training initiatives.*

Response Rate

As was explained in section 3.4 of this thesis, there were several factors that limited successful identification of the members of the study population. However, after several follow-up inquiries, the population total was determined to be 109 teachers: a

close approximation of the total number of ESL teachers in Manitoba K-12 schools.

From the established population, 64 responses were obtained: a response rate of 58.7%.⁴

Demographic Profile of Respondents

Response rates broken down according to the various demographic elements used in the questionnaire are shown in Table 2. The table indicates that the majority of ESL teachers responding to the survey are females (72.6%) who work in schools in large urban environments (70.5%). Furthermore, most are working at the elementary school level (55.7%).⁵ The majority of ESL teachers responding to the survey identified themselves as having some form of European heritage or ethnicity (53.5%) with 30.4% identifying themselves as “Canadian” and only two respondents identifying themselves as racial minorities. Of the respondents, 49.2% have between 11 and 20 years of teaching experience, while 65.5% of respondents have less than ten years of TESL experience. This suggests that most ESL teachers did not receive their preservice training in TESL specializations. Rather, they made an inservice shift to TESL several years after entering the teaching profession. This is interesting in view of the fact that most respondents (57.4%) identify their TESL qualifications as a Bachelor of Education (B. Ed.) degree, or a B. Ed. with some TESL inservice sessions. This suggests that most respondents have

4. The response rate in this study was affected by the time of year of the study, as May and June are busy months for classroom teachers who might not find the needed time to complete the questionnaire. Additionally, the significant flooding that occurred throughout southern Manitoba in the Spring of 1997, may have impacted upon the response rate as many communities were evacuated, schools closed, and teachers displaced.

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Elementary and middle years schools were all considered to be elementary, in keeping with current Manitoba Education and Training school distinctions of K-8 and S1-S4. Also, although “K-12” was not a possible response on the questionnaire, three respondents checked all response boxes for grade level.

little or no university-based, formal TESL training. Only 14.7% of respondents reported having special certification in TESL at either the certificate or Master's level. However, almost 10% of respondents do have M. Ed. Degrees in TESL, and 21.3 % of respondents report having taken TESL courses at a university.

Table 2

Demographic Characteristics of Survey Respondents

Major Category	Sub-Category	n	%	Valid %*
School Location	Large Urban (>35,000)	43	67.2	70.5
	Small Urban (5,000 - 35,000)	6	9.4	9.8
	Rural (<5,000)	12	18.8	19.7
	not given	3	4.7	-
	Total	64	100.0	100.0
Gender	Male	17	26.6	27.4
	Female	45	70.3	72.6
	not given	2	3.1	-
	Total	64	100.0	100.0
Ethnicity	Canadian	17	26.6	30.4
	European-British	12	18.8	21.4
	European-Continental	18	28.1	32.1
	Racial Minority	2	3.1	3.6
	Other	7	10.9	12.5
	not given	8	12.5	-
	Total	64	100.0	100.0
Grade Level Taught	Elementary	29	45.3	47.5
	Middle Years	5	7.8	8.2
	Senior Years	24	37.5	39.3
	K-12	3	4.7	4.9
	not given	3	4.7	-
	Total	64	100.0	100.0

Table 2 (Cont'd)

Major Category	Sub-Category	n	%	Valid %
Years of Teaching Experience	0-5	3	4.7	4.9
	6-10	5	7.8	8.2
	11-15	16	25.0	26.2
	16-20	14	21.9	23.0
	21-25	9	14.1	14.8
	26+	14	21.9	23.0
	not given	3	4.7	-
	Total	64	100.0	100.0
Years of TESL Teaching Experience	0-5	21	32.8	36.2
	6-10	17	26.6	29.3
	11-15	9	14.1	15.5
	16-20	7	10.9	12.1
	21-25	2	3.1	3.4
	26+	2	3.1	3.4
	not given	6	9.4	-
	Total	64	100.0	100.0
TESL Qualifications	B. Ed.	17	26.6	27.9
	B. Ed. & TESL in-service(s)	18	28.1	29.5
	Post B. Ed. University TESL Courses	13	20.3	21.3
	B. Ed. & TESL Certificate	3	4.7	4.9
	M. Ed. In TESL	6	9.4	9.8
	Other	4	6.3	6.6
	not given	3	4.7	-
	Total	64	100.0	100.0

(* Valid % is determined using only those cases where a response to the question was given).

From the reported demographic information, a clear picture emerges of the typical Manitoba ESL teacher. This teacher is likely to be a white female, working at an

elementary school in the city of Winnipeg, who has around 15 years of teaching experience, the five most recent years being ESL teaching. Furthermore, this typical ESL teacher is likely to have a B. Ed. degree, will have participated in some TESL inservice training sessions, and may have taken some university TESL courses, but will not hold any university-based, advanced TESL qualifications.

Questionnaire Response Frequencies

A review of the questionnaire data reveals a consistently high level of similarity in the responses provided for all questionnaire items. The five point Likert-type scale used for all items netted an average standard deviation (S) of 0.877, with the highest standard deviation on any single item being 1.290. This reveals a fairly tight clustering of responses around the mean response obtained for each item. Such consistency is immediately suggestive of well established collective beliefs and opinions among ESL teachers regarding MCE and ARE. However, before an attempt is made to draw this kind of conclusion, the response frequencies will first be assessed for the opinions that they indicate. This will be done in light of the five main research questions of the study, using the analytical scheme described previously, in section 3.3.3 of this thesis (Table 1, p. 35).

Discussion of Research Question One: *Some of the attitudes and beliefs that ESL teachers hold about MCE/ARE.*

The first of the five research questions to be answered deals with ESL teacher attitudes and beliefs about MCE and ARE. As was indicated in Table 1 (p. 35), this

research question will be answered by looking at the survey responses to the items in the following groups and themes: *goals of MCE and ARE; policy, pedagogy, beliefs, integrated ESL and MCE ARE, and stand alone item 12.*

Goals of MCE and ARE

As shown in Table 3, all items in the *goals* group received a large proportion of agreement responses. This is indicative of a strong support for some of the broad goals of both MCE and ARE. It also implies that ESL teachers accept a MCE and ARE definition that includes incorporating diverse cultural norms, values, and traditions into the mainstream curriculum, as well as changing institutional policies and practices that perpetuate racism. As such, these beliefs correspond to criteria within the *Multicultural Education* approach and the *Education that is Multicultural and Social Reconstructionist* approach (Sleeter and Grant, 1987, 1988). However, this correspondence is partial and preliminary, requiring substantial verification before constituting a final classification.

Table 3

ESL Teachers' Questionnaire Responses (%) to the Goals of MCE and ARE

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
1. The goal of multicultural education (MCE) is to encourage respect for a diversity of cultural traditions.	68.8	26.6	4.7	0.0	0.0	1.36/ 0.574
2. The goal of multicultural education (MCE) is to include diverse cultural norms, values, and traditions as part of the mainstream curriculum.	39.1	50.0	10.9	0.0	0.0	1.72/ 0.654
3. The goal of anti-racist education (ARE) is to change individual behaviours and attitudes that reinforce racism.	50.8	41.3	6.3	0.0	1.6	1.60/ 0.752
4. The goal of anti-racist education (ARE) is to change institutional policies and practices that perpetuate racism.	47.6	38.1	11.1	3.2	0.0	1.70/ 0.796

Policy

The low standard deviations obtained from the questionnaire responses to the items in the *policy* group indicate close respondent agreement. However, the means scores suggest that ESL teachers tend towards ambivalent responses for these items. This ambivalence suggests a difference between the personal level of support held for MCE and ARE as expressed in the *goals* group, and the general level of support that is perceived to exist throughout the ESL teachers' work environments. Such is indicated in the mean response to item 18, which indicates that ESL teachers do not generally agree that MCE and ARE are given sufficient implementation resources. The responses also indicate general disagreement to item 38, suggesting that most ESL teachers in Manitoba do not think that their colleagues are resistant to MCE and ARE policies. The responses to the items in this group indicate a general perception that implementation and support of MCE and ARE policies do not receive a level of agreement or support commensurate with the personal views of MCE and ARE held by Manitoba ESL teachers.

Table 4

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Policy

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
5. My Board's MCE and ARE policies have been fully implemented in my school.	12.7	33.3	44.4	4.8	4.8	2.56/ 0.947
18. The implementation of MCE and ARE policies is given sufficient resources in my school.	7.9	25.4	25.4	31.7	9.5	3.10/ 1.132
38. Resistance to MCE and ARE policies is evident in my school.	0.0	9.5	33.3	44.4	12.7	3.60/ 0.834
43. The MCE and ARE policies of my Board are generally supported by educators in my school.	8.1	53.2	30.6	6.5	1.6	2.40/ 0.799

Pedagogy

The items in the *pedagogy* group give an indication of how some of the MCE and ARE beliefs of respondents are represented in aspects of pedagogy. The responses obtained are shown in Table 5.

Table 5

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Pedagogy

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean*/ S
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	1.6	0.0	6.3	35.9	55.6	4.44/ (1.56)* 0.757
14. ARE lowers the quality of education.	3.2	0.0	11.1	42.9	42.9	4.22/ (1.78)* 0.888
21. MCE is irrelevant to my personal teaching situation.	0.0	6.5	8.1	32.3	53.2	4.32/ (1.68)* 0.883
41. Students of racial/ethnic minority groups need literacy and numeracy skills more than they need MCE and ARE.	7.9	20.6	33.3	28.6	9.5	3.11/ (2.89)* 1.094
44. MCE and ARE usually result in "reverse discrimination."	0.0	11.3	24.2	51.6	12.9	3.66/ (2.34)* 0.848
45. I am "colour-blind" when it comes to working with students of diverse racial groups.	30.6	40.3	1.6	21.0	6.5	2.32/ (3.68)* 1.290
48. MCE lowers the quality of education.	0.0	1.6	6.6	50.8	41.0	4.31/ (1.69)* 0.672
52. ARE is necessary only in schools in which there is great ethnic/racial diversity.	0.0	0.0	3.2	54.8	41.9	4.39/ (1.61)* 0.554
53. There is nothing to gain by distinguishing ARE from MCE.	1.6	7.9	46.0	34.9	9.5	3.43/ (2.57)* 0.837

(* reverse scored mean for items in which a disagreement response indicates a positive orientation to MCE.)

Table 5 indicates that disagreement responses were obtained for almost all of the items in the *pedagogy* group, as was anticipated in those cases where respondents supported some form of MCE and ARE. This suggests wide-spread and general support among the respondents for some of the goals and objectives of MCE and ARE as expressed in aspects of pedagogy. However, many respondents expressed ambivalence about whether minority students need literacy and numeracy skills more than they need MCE and ARE (item 41). This may be an indication that not all ESL teachers have reconciled the goals of MCE and ARE with their primary role as language instructors. In addition, there is a broad range of opinion (the widest range for any item in the questionnaire) about the practice of being “colour-blind” when working with students of diverse racial backgrounds (item 45). Being “colour-blind” suggests that teachers do not notice race or ethnicity when teaching. However, this is contradictory to the notion of incorporating diversity and difference into the mainstream curriculum – an important element in current Manitoba MCE policy, as well as being an idea that was given overwhelming support in the *goals* group of items in the questionnaire. The three items in this group that inquire specifically about ARE (items 14, 52, and 53) all received responses that suggest that the respondents feel that ARE is important and necessary in all schools, and that it does not lower the quality of education

Beliefs

Manitoba ESL teachers’ responses to the *beliefs* group of items again suggest firm support of MCE and ARE. The pattern of responses follows the analytical scheme’s expectations for respondents who are supportive of MCE and ARE: an agreement

response for item 13 and disagreement responses for all other items in the group (shown in Table 6).

Table 6
ESL Teachers' Questionnaire Responses (%) to MCE and ARE Beliefs

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean*/ S
13. It is important to ensure that school symbols, songs, decorations, logos, and celebrations reflect the racial/ethnic diversity of the school population.	27.0	50.8	15.9	4.8	1.6	2.03/ 0.879
23. MCE and ARE do not address the realities of school life such as classroom management.	3.2	7.9	25.4	42.9	20.6	3.70/ (2.30)* 0.994
31. ARE elicits issues that are too sensitive for the classroom.	3.2	6.5	14.5	46.8	29.0	3.92/ (2.08)* 0.997
32. Multiculturalism and anti-racism alienate the dominant (white) groups in society.	1.6	3.1	14.1	49.2	31.7	4.06/ (1.94)* 0.859
33. ARE over-emphasizes student differences at the expense of their similarities.	3.2	3.2	41.3	39.7	12.7	3.56/ (2.44)* 0.876
39. MCE and ARE are just another fashionable curriculum initiative.	0.0	9.5	22.2	46.0	22.2	3.81/ (2.19)* 0.895
46. ARE is irrelevant to my personal teaching situation.	6.3	7.9	7.9	44.4	33.3	3.91/ (2.09)* 1.146

(* reverse scored mean for items in which a disagreement response indicates a positive orientation to MCE.)

Table 6 indicates that the respondents believe that the school environment should reflect the racial and ethnic diversity of the school population and that Multiculturalism and anti-racism do not alienate white groups (item 32). Furthermore, over 63% of respondents support MCE and ARE as more than just another fashionable curriculum

initiative and as something that is compatible with the realities of school life (items 39 and 23). Items 31, 33, and 46 pertain to ARE and indicate that over 75% of respondents feel that ARE is relevant to their teaching situation and that it does not elicit issues that are too sensitive for their classrooms. Additionally, over 50% of respondents indicated that ARE does not overemphasize student differences at the expense of their similarities. Taken together, these three items suggest a strong level of support and awareness of some of the aspects of ARE.

Integrated ESL and MCE ARE Instruction

The items in the *integrated ESL and MCE ARE instruction* theme are intended to give some indication of the ESL teachers' beliefs about the extent to which MCE and ARE are compatible with ESL instruction. As shown in Table 7, the responses obtained for these items indicate a similar agreement for MCE and ARE that has been demonstrated thus far in the data.

Table 7

ESL Teachers' Questionnaire Responses (%) to
Integrated ESL and MCE/ARE Instruction

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
27. ARE should be an integral part of effective ESL instruction.	21.9	50.0	23.4	3.1	1.6	2.13/ 0.845
51. Effective language instruction can occur within a MCE/ARE context.	28.6	49.2	17.5	4.8	0.0	1.98/ 0.813
55. MCE and ARE objectives are secondary to language objectives in an ESL teaching situation.	6.3	22.2	23.8	39.7	7.9	3.21/ (2.79)* 1.080

(* reverse scored mean for items in which a disagreement response indicates a positive orientation to MCE.)

At this point it appears that Manitoba ESL teachers have little trouble integrating an MCE/ARE perspective into their ESL instruction. The response for item 55 indicates that 47.6% of respondents give some level of support to the shared importance of MCE/ARE objectives and language objectives. However, the mean response of 3.21 indicates ambivalence about this, paralleling the response given for item 41, a similar item in the *pedagogy* group (see Table 5, p. 55).

Stand Alone Item 12

Stand alone item 12 remained unchanged from the Solomon and Levine-Rasky (1994) questionnaire. It was retained because it provides an assessment of the respondents' attitudes towards the term "anti-racism". Solomon and Levine-Rasky note that many of the teachers in their study felt that the term "anti-racism" was negative and tended to suggest that a problem existed rather than offering positive solutions to the problem. They interpreted this view as a point of "resistance" to the underlying theory of ARE. Whether or not as a point of "resistance", 54% of respondents in this study indicated ambivalence to the term "anti-racism", with a mean response of 3.21 indicating moderate support of the term as currently used ARE (see Table 8).

Table 8

ESL Teachers' Questionnaire Responses (%) to Stand Alone MCE and ARE Items

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean*/ S
12. The term "anti-racism" should be replaced because it is negative.	6.3	7.9	54.0	22.2	9.5	3.21/ (2.79)* 0.953

(* reverse scored mean for items in which a disagreement response indicates a positive orientation to MCE.)

Preliminary Answer to Research Question One

Given the questionnaire responses to the items in the groups and themes used to analyse the first research question – *some of the attitudes and beliefs that ESL teachers hold about MCE ARE* – it is possible to argue that Manitoba K-12 ESL teachers hold positive and supportive views of MCE and ARE. However, the responses also point to a disparity between the teachers' own beliefs and the level of support that they perceived their colleagues and institutions to be providing for MCE and ARE. The respondents identified the goals of MCE to include encouraging respect for cultural diversity, as well as making some form of curriculum incorporation of this diversity. Furthermore, ARE was generally seen as changing both individual behaviours and institutional policies and practices that perpetuate racism. The responses suggest a general level of support among ESL teachers for the integration of MCE and ARE throughout the school and in all schools, regardless of the school's racial diversity. Also suggested is an acceptance that MCE and ARE can occur along with ESL instruction. These responses provide a preliminary indication that some of attitudes and beliefs held by Manitoba ESL teachers about MCE and ARE correspond with the *Multicultural Education* approach of Sleeter and Grant's (1987, 1988) five approaches to MCE.

Discussion of Research Question Two: *The extent to which ESL teacher attitudes and beliefs about MCE ARE are reflected in their self-reported classroom practices.*

Research question two assumes that teachers' classroom practices will reflect the kinds of beliefs that they hold about MCE and ARE. It follows then, that the MCE and

ARE attitudes and beliefs suggested in the preliminary answer to the first research question will be consistent with the self-reported classroom practices of the teachers in this study. Keeping in mind that the data used is based upon the teachers' opinions of their classroom practice rather than upon any actual classroom observations, research question two will be answered by analysing the responses obtained for items in the following groups and themes: *teaching practices, parental involvement, and integrated ESL and MCE ARE instruction.*

Teaching Practices

Table 9 indicates overwhelming agreement responses for all items in the *teaching practices* group, indicating that ESL teachers believe they have integrated their MCE and ARE beliefs into their teaching practices, thereby suggesting consistency between MCE/ARE beliefs and classroom practices.

Table 9

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Teaching Practices

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
7. I provide ways for students of diverse racial and ethnic groups to connect their lives and personal experiences to classroom topics.	42.2	50.0	7.8	0.0	0.0	1.66/ 0.623
16. My approach to MCE is to enrich my curriculum with units about racially/ethnically diverse groups.	25.4	52.4	17.5	4.8	0.0	2.02/ 0.793
19. ARE should be integrated into all subjects.	30.2	46.0	15.9	6.3	1.6	2.02/ 0.933
26. It is important to empower students to become activists in working for social justice in their school and community.	29.7	46.9	17.2	3.1	3.1	2.03/ 0.942
34. I believe it is important to integrate into the curriculum a variety of resources which are multicultural and multiracial.	47.6	52.4	0.0	0.0	0.0	1.52/ 0.503
35. I teach that racial and ethnic diversity in the classroom is desirable.	31.7	50.8	14.3	3.2	0.0	1.89/ 0.764

All items in the teaching practices group received combined “agree” and “agree strongly” responses of a minimum of 76.2%. As indicated by items 16 and 34, there is support for integrating cultural diversity into the curriculum. All respondents either agreed or agreed strongly that it is important to integrate multicultural and multiracial resources into the curriculum. Items 7 and 35 suggest that ESL teachers actively engage with the diversity present in their classrooms, with over 80% of respondents indicating that they teach that diversity is desirable, and over 90% providing ways for students of diverse racial and ethnic backgrounds to connect their personal experiences to classroom topics. Interestingly, 76.6% of respondents either agreed or agreed strongly that it is important to empower students to become activists for social justice, suggesting beliefs that correspond to elements of an *Education that is Multicultural and Social Reconstructionist* approach (Sleeter and Grant, 1987, 1988).

Parental Involvement

Table 10 presents the responses obtained for the *parental involvement* group.

Table 10

ESL Teachers’ Questionnaire Responses (%) to Parental Involvement in MCE and ARE

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
15. I encourage input from parents even when I anticipate that disagreement is possible in my interactions with them.	12.9	64.5	19.4	3.2	0.0	2.13/ 0.665
17. It is important to ensure that ESL teachers involve parents or guardians from racial/ethnic minority groups in school and classroom-related activities.	48.4	40.6	10.9	0.0	0.0	1.63/ 0.678

Items 15 and 17 (see Table 10) both show combined “agree” and “agree strongly” responses of at least 77.4%, suggesting that ESL teachers are in support of parental input and involvement. The inclusion of parents in making educational decisions which affect their children is an important element within current theoretical conceptions of MCE and ARE. Cummins (1986) suggests that parental involvement in minority education is a core feature of an empowerment agenda. Furthermore, parental involvement is currently a provincial policy mandate for all schools in Manitoba (Manitoba Education and Training, 1994, 1995). The responses to the items in the *parental involvement* theme indicate that Manitoba ESL teachers are in agreement with such theory and policy. Such agreement reflects aspects of a *Multicultural Education* approach (Sleeter and Grant, 1987, 1988) to MCE.

Integrated ESL and MCE ARE Instruction

Although previously discussed in relation to research question one, the *integrated ESL and MCE ARE instruction* theme also contributes to answering research question two. For this set of items, 71.9% of survey respondents indicated that they either agreed or agreed strongly that ARE should be an integral part of effective ESL instruction (see item 27, Table 7, p. 58). Similarly, 77.8% of respondents agreed or agreed strongly that effective language instruction can occur within an MCE/ARE context. However, only 47.6% of respondents either disagreed or disagreed strongly that MCE and ARE objectives are secondary to language objectives in an ESL teaching situation. This response, and the relatively high standard deviation of 1.08, suggest a break from the tight clustering of responses to most items, and possible inconsistencies in ESL teacher

attitudes about integrating MCE and ARE with ESL instruction. This may be a result of an inability of some ESL teachers to reconcile the competing aspects of a traditional language instruction orientation with the objectives of current conceptions of MCE and ARE.

Preliminary Answer to Research Question Two

In determining the extent to which ESL teacher attitudes and beliefs about MCE/ARE are reflected in their self-reported classroom practices, the data obtained give a preliminary indication that Manitoba ESL teachers directly incorporate their MCE and ARE beliefs into their classroom practices. The questionnaire responses suggested overall agreement on the desirability of integrating MCE and ARE into both curriculum and instructional practices, and agreement on the need to involve the parents of ESL students in school activities that affect their children.

Given the data thus far, it is possible to argue that Manitoba ESL teachers have a view of MCE and ARE that is consistent with a *Multicultural Education* approach to MCE (Sleeter and Grant, 1987, 1988), and that these teachers have also incorporated their views into their classroom practices. However, in view of the fact that this is self-reported opinion data, such a conclusion must be regarded as tentative at best.

Discussion of Research Question Three: *The extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE/ARE programs in schools.*

Research question three is premised upon the assumption that ESL teachers are often asked to assume leadership and responsibility for MCE/ARE programs in schools

because of their involvement with culturally and racially diverse student populations. Furthermore, the concept of “advocacy” has become part of the professional culture of contemporary TESL, as reflected in the writings of Ashworth (1992), Cummins (1986), and Sauvé (1989). Many ESL teachers have indicated that they do feel placed in such positions of leadership and responsibility, whether through formal requests or through institutional default. Research question three, therefore, is intended to determine whether the assumption is held to be true by Manitoba K-12 ESL teachers. This will be determined by analysing their responses to the items in the following groups and themes: *other school practices, advocacy, and leadership.*

Other School Practices

The responses obtained for the items in the *other school practices* group appear in Table 11.

Table 11

ESL Teachers’ Questionnaire Responses (%) to Other School Practices of MCE and ARE

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean*/ S
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	28.1	48.4	14.1	9.4	0.0	2.05/ 0.898
20. Assessment procedures should emphasize the evaluation of students’ general performance, interests, and teacher observations, rather than single test scores.	52.4	41.3	4.8	1.6	0.0	1.56/ 0.667
40. Christmas celebrations are threatened by other cultural traditions.	6.5	4.8	19.4	46.8	22.6	3.74/ (2.26)* 1.070

(* reverse scored mean for items in which a disagreement response indicates a positive orientation to MCE.)

Because the *other school practices* group was used in an unchanged format from that of the Solomon and Levine-Rasky (1994) study, item 8 is the only item from this group that is of relevance to the research question at hand.⁶ As shown in Table 11, 76.5% of the respondents gave agreement responses to item 8, indicating that multiracial and multicultural educational concerns are an integral part of ESL teachers' school discussions and interactions. Such a high agreement response provides an early indication that there is potential leadership and responsibility for MCE and ARE among ESL teachers, whether it is self-assumed leadership and responsibility or delegated in some manner.

Advocacy

The responses to the items in the advocacy theme (shown in Table 12) provide some indication of the respondents' attitudes towards MCE and ARE advocacy, as well as the level to which respondents report engaging in advocacy behaviours.

Table 12

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Advocacy

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
9. ESL teachers should be advocates for MCE and ARE.	43.8	40.6	12.5	1.6	1.6	1.77/ 0.850
42. I approach other teachers in my school to discuss the racial and ethnic matters of their classrooms.	6.3	33.3	28.6	25.4	6.3	2.92/ 1.052

6. During the process of modifying the questionnaire from the original, it was reasoned that items 20 and 40 were better suited to other groups. However, the original questionnaire grouping has been kept in order to maintain the overall integrity of the questionnaire. Items 20 and 40 were considered in the overall findings to the extent that they had bearing on other research questions in this study.

The response to item 9 (see Table 12) indicates that 84.4% of respondents agree or agree strongly that ESL teachers should be advocates for MCE and ARE. This suggests that there may be some degree of self-appointed or assumed leadership and responsibility for MCE and ARE practices on the part of ESL teachers. However, it is interesting to contrast this response with that the one to item 42, which indicates that far fewer ESL teachers (39.6%) agree or agree strongly that they actually approach other teachers in their schools to discuss racial and ethnic matters. This presents a difference of 44.8% between those teachers who agree that ESL teachers should be advocates for MCE and ARE, and those who report actually undertaking an advocacy-type behaviour. A mean response of 2.92 for item 42 suggests an ambivalent posture towards approaching other teachers to discuss racial and ethnic matters. This response is even more interesting when compared to that of item 8 in the *other school practices* group (see Table 11), for which 76.5% of respondents agreed or agreed strongly that multiracial and multicultural educational concerns were an integral part of their school discussions and interactions. The responses appear to be contradictory, yet it can be reasoned that while multiracial and multicultural educational concerns are integral to ESL teachers' school discussions and interactions, the ESL teachers may not be the initiating party of such exchanges, may not be discussing specific cases in other teachers' classes and are instead discussing generalities, or may be discussing these matters with students but not with other teachers. Regardless, the apparent contradiction does indicate a difference between the level of advocacy endorsed by the respondents and the actual advocacy practices that they undertake.

Leadership

The items in the *leadership* theme seek to determine whether or not ESL teachers think that their colleagues consult them about racial and ethnic matters in their classrooms, and whether or not they think they are placed in positions of leadership for MCE and ARE practices in their schools. As shown by item 37 in Table 13, only 22.2% of respondents agreed or agreed strongly that other teachers sought their advice regarding racial and ethnic matters. Additionally, item 47 indicates that only 27.8% of the respondents clearly agreed that they are placed in positions of leadership for the MCE and ARE practices in their schools.

Table 13

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Leadership

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
37. Teachers in my school regularly seek my input in addressing racial and ethnic matters in their classrooms.	3.2	19.0	36.5	31.7	9.5	3.25/ 0.983
47. I am often placed in a position of leadership for MCE and ARE practices within my school.	9.8	18.0	41.0	23.0	8.2	3.02/ 1.072

It is interesting to contrast the 22.2% agreement response of item 37 with the 76.5% agreement response obtained when respondents were asked whether multiracial and multicultural educational concerns were an integral part of their school discussions and interactions (see item 8, Table 11). It also compares interestingly with the 39.6% agreement response obtained from inquiring about whether ESL teachers approach other

teachers to discuss racial and ethnic matters (see item 42, Table 12). What appears to emerge is a situation in which ESL teachers are often involved in multiracial and multicultural educational discussions and interactions but apparently not with the other teachers in their schools! The respondents seem to be suggesting that most ESL teachers neither initiate such discussions and interactions with other teachers, nor are they approached by other teachers who want to discuss such matters with them.

Preliminary Answer to Research Question Three

Given the responses to the items in the themes and groups that constitute the analysis of question three, it is difficult to generate a preliminary answer. It appears that Manitoba ESL teachers feel that they should be advocates for MCE and ARE. However, it is also apparent that the perceived level of advocacy practice is not consistent with the desired level of advocacy. While the respondents indicated that they do engage in MCE and ARE types of exchanges, it appears as though these exchanges do not occur with their teaching colleagues. Some explanation for this would be provided if respondents understood the phrase "... my school discussions and interactions" (from item 8, Table 11) to include discussions with students. However, this explanation seems unlikely given that the phrase in question was understood as intended in both the original Solomon and Levine-Rasky (1994) study, and in the pilot study of the modified questionnaire. Thus, it is apparent that the initial assumption that ESL teachers often assume leadership roles for MCE and ARE practices in their schools is not substantiated by the responses to the related items in the questionnaire.

Discussion of Research Question Four: *The extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE ARE programs in schools.*

Research question four follows from the assumption that ESL teachers should have the requisite skills and abilities to allow them to undertake the leadership and advocacy roles for MCE and ARE that they are placed in. Furthermore, ESL teachers should feel competent in their ability to make use of these skills and abilities. Research question four, then, seeks to determine the level of competence that ESL teachers think they have for teaching from a MCE and ARE perspective, and for leading MCE and ARE practices in their schools. To develop an answer for this question, frequency data for items from the following themes will be analysed: *competence*, and *leadership*.

Competence

The responses obtained for the items in the *competence* theme are presented in Table 14, which shows that all items received mean scores indicating general agreement.

Table 14

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Competence

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
11. I have the competence to teach ESL from an MCE perspective.	27.4	46.8	14.5	11.3	0.0	2.10/ 0.936
22. I have the skills and knowledge needed to lead MCE and ARE practices in my school.	11.1	46.0	25.4	12.7	4.8	2.54/ 1.013
29. I have the skills and knowledge needed to help other teachers practice MCE and ARE.	6.5	50.0	30.6	9.7	3.2	2.53/ 0.882
30. I have the competence to teach ESL from an ARE perspective.	12.9	54.8	27.4	4.8	0.0	2.42/ 0.740

Combined “agree” and “agree strongly” scores indicate that 74.2% of respondents feel they have the competence to teach ESL from an MCE perspective, and 67.7% feel they have the competence to do so from an ARE perspective (items 11 and 30, Table 14). Responses to item 22 reveal that 57.1% of ESL teachers agree or agree strongly that they have the skills and knowledge needed to lead MCE and ARE practices in their schools, with a similar 56.5% score from those teachers who think they have the skills and knowledge needed to help other teachers practice MCE and ARE (item 29). These results indicate that ESL teachers feel somewhat more competent in using MCE and ARE practices in their own teaching than they do in assisting other teachers in using such practices

Leadership

The *leadership* theme contributes to the analysis of both question three and four. As was discussed in section 4.3.3.c (see Table 13), the responses to the items in the *leadership* theme indicate that most ESL teachers do not think that they are consulted by other teachers in their schools regarding ethnic and racial matters, and are not generally placed in positions of leadership for MCE and ARE practices in their schools.

Preliminary Answer to Research Question Four

The questionnaire responses suggest that most ESL teachers do regard themselves as being skilled and competent for MCE and ARE practices. Yet, despite the acclaimed knowledge, skill, and competence for MCE/ARE leadership, responses to the *leadership* theme indicated that most ESL teachers were not, in fact, actually providing MCE and

ARE leadership outside of their own classrooms. The following possibilities arise: many ESL teachers are unrecognized, or underutilized as MCE/ARE resource persons within schools; many ESL teachers are not personally aware of the extent to which they could assume a leadership role for MCE/ARE practices within their schools; many ESL teachers are, for undetermined reasons, unwilling to extend their MCE/ARE knowledge and competence beyond their own classroom teaching; or finally, many ESL teachers have overestimated their ability to provide leadership for MCE and ARE programs and are therefore not recognized by administrators as good choices for MCE and ARE leadership roles.

Discussion of Research Question Five: *ESL teacher perspectives on the effectiveness of preservice and inservice MCE ARE professional development and training initiatives.*

Research question five addresses the concern that ESL teachers should be receiving specific MCE/ARE training at some point in their professional careers if they expected to be an integral part of the MCE/ARE programs of schools and if they are being called upon to lead MCE/ARE practices and programs. It follows that ESL teachers should be able to comment on the effectiveness of the MCE and ARE training they have received. The analysis of this question makes use of questionnaire items in the *education and training* group as well as in the *qualifications and skills* theme. Responses given to the items in this group and theme provide an initial indication of the ESL teachers' views of the effectiveness of any MCE/ARE training they have received, and also indicate their ideas about the need for MCE/ARE training and mandatory ESL teacher certification.

Education and Training

A shown in Table 15, responses to the items in the *education and training* group suggest that Manitoba ESL teachers recognize the need for, and importance of, inservice training in MCE and ARE. However, the responses differ as to whether or not the inservice is believed to be effective.

Table 15

ESL Teachers' Questionnaire Responses to (%) MCE and ARE Education and Training

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
10. Classroom experience is more crucial than in-service training in gaining an understanding of racial/ethnic diversity.	9.5	20.6	34.9	30.2	4.8	3.00/ 1.047
25. In-service training for ESL teachers is achieving its goal of providing awareness, knowledge, and skills to work effectively in MCE and ARE.	4.8	27.4	53.2	11.3	3.2	2.81/ 0.827
28. Faculties of education in their pre-service and in-service programs should take more responsibility for changing ESL teacher behaviours and attitudes that reinforce racism.	22.2	47.6	22.2	4.8	3.2	2.19/ 0.948
36. Faculties of education should prepare their pre-service and in-service ESL teachers to change institutional policies and practices which are discriminatory.	19.0	54.0	20.6	4.8	1.6	2.16/ 0.846
49. Faculties of education should be doing more to prepare pre-service and in-service ESL teachers for the realities of racial/ethnic diversity in the classroom.	22.6	59.7	16.1	1.6	0.0	1.97/ 0.677
54. MCE and ARE in-service training should be mandatory in my school board.	15.9	39.7	25.4	11.1	7.9	2.56/ 1.133

Item 10 in Table 15 shows that the 34.9% of respondents were ambivalent about whether classroom experience or inservice training provides a better understanding of

racial/ethnic diversity. This same pattern appears in item 25, where 53.2% of respondents indicated that they are ambivalent about the effectiveness of MCE/ARE inservice for ESL teachers. However, 55.6% of respondents indicated agreement that MCE and ARE in-service training should be mandatory in their school boards (item 54), suggesting that although uncertain of its effectiveness, most ESL teachers still think there is some value in MCE and ARE inservice. Responses to other items in this group indicate that respondents feel that faculties of education should assume responsibility for MCE/ARE issues in training both preservice and inservice ESL teachers: 69.8% of respondents agreed or agreed strongly that such responsibility includes changing the beliefs and practices of ESL teachers (item 28); and 73% were in agreement that such responsibility involves preparing ESL teachers to challenge institutional policies and practices (item 36). This suggests that ESL teachers consider the role of faculties of education integral to their MCE/ARE training. Interestingly, 82.3% of respondents were in agreement that faculties of education should be doing more to prepare ESL teachers for the realities of racial/ethnic diversity in the classroom, suggesting a perception that faculties of education are currently not preparing ESL teachers for such realities.

Qualifications and Skills

The responses to the items in the qualifications and skills group suggest that ESL teachers support the idea of mandatory professional development and training in MCE and ARE, but do not support the establishment of provincial regulations to certify ESL teachers. As shown by item 24, in Table 16 on the following page, 57.8% of respondents indicated some form of agreement for the idea of mandatory professional development

and training in MCE and ARE. However, only 36.5% of respondents agreed or agreed strongly that there should be provincial certification of ESL teachers. This leaves 63.5% of respondents who are either ambivalent about provincial certification or harbour some level of disagreement with it.

Table 16

ESL Teachers' Questionnaire Responses (%) to MCE and ARE Qualifications and Skills

Item	(1) Agree Strongly	(2) Agree	(3) Ambivalent	(4) Disagree	(5) Disagree Strongly	Mean/ S
24. ESL teachers should be required to participate in professional development programs devoted to MCE/ARE.	20.3	37.5	31.3	10.9	0.0	2.33/ 0.927
50. Provincial regulations should require ESL teachers to have special certification.	15.9	20.6	34.9	23.8	4.8	2.81/ 1.120

It is not surprising to find low support for the idea of provincial certification of ESL teachers if the demographic data of the ESL teacher population is reconsidered. Since over 55% of current Manitoba ESL teachers are working with a B. Ed. as their highest level of qualification, it seems likely that only a few would support regulations that would see them return to university for additional courses, most of which would likely be paid for by the teachers'. Nonetheless, the responses to the items in this group suggest that a range of views is held by ESL teachers on the importance of various qualifications and skills for ESL teachers.

Preliminary Answer to Research Question Five

There is a preliminary indication that ESL teachers place value on inservice training for MCE/ARE. While there is support for mandatory MCE/ARE inservice training for ESL teachers, there is a sense of ambivalence about whether or not current MCE/ARE inservice is effective. It is curious that mandatory inservice is generally supported when current inservice training isn't generally perceived as effective. What is likely is that ESL teachers recognize the importance of quality inservice training and therefore indicate support for idealized, effective inservice rather than supporting current forms of inservice.

The responses also suggest that ESL teachers feel that the faculties of education have a major role to play in providing MCE/ARE training to both preservice and inservice ESL teachers. There is general agreement that faculties of education need to address the MCE/ARE needs of preservice and inservice teachers, and that these faculties need to be doing more than they currently are in order to prepare ESL teachers for the classrooms they will enter. Additionally, the questionnaire responses do not indicate general support for provincial certification of ESL teachers.

Questionnaire Comments and Notes

The statistical data presented thus far provides a quantitative indication of some of the perceptions of Manitoba K-12 ESL teachers towards their work. However, the data pertains to opinions which are, by nature, qualitative. The data is therefore likely to be limited. Thus, an open-response item was added to the questionnaire to provide balance

to the quantitative aspects by allowing for an element of qualitative voice from the respondents. Of the 64 questionnaires returned, 25 teachers (39%), chose to complete the open-response item. Statements provided in this item, as well as comments written in the questionnaire margins beside specific items, indicate much more variation among respondents' opinions than has been indicated through the analysis of the numerical responses alone, which has tended to look at overall and mean response patterns. The questionnaire comments will be considered, then, as relevant data, and will be assessed to discover any discrepancies that they present to the findings thus far.

Of particular significance is the number of comments that discuss respondents' attitudes and beliefs about MCE/ARE. There are comments that tend to agree with the types of MCE/ARE beliefs indicated by the statistical data as well as comments that serve as alternatives to those relatively uniform beliefs. For example, the following quotations are suggestive of support for the type of MCE and ARE indicated in the statistical data:

I do believe that MCE and ARE are necessary areas to be integrated wherever possible in the curriculum. Multicultural diversity is an ever-increasing reality in our world, and our school system should be better prepared to embrace this reality, rather than simply "deal" with it. Educational attitudes need to reflect this reality (No. 05).

If you are colour blind you fail to notice and appreciate the problems that minorities have. You must be aware that they have special problems which the majority do not. What you must not do is discriminate because they are members of minorities (No. 50).

The first teacher obviously supports a whole-school, integrated approach to MCE and ARE, and is concerned about the ability of the educational system to coordinate such a

program. The second teacher indicates an awareness of minority issues and the need to recognize these within teaching practices. Other supportive statements take a similar form, noting the need for MCE and ARE, and for integrating these into the curriculum. However, there is also a range of comments which move away from the strong support of ARE and MCE suggested in the statistical analysis. This range of comments begins with statements that reflect more *conservative* (Sleeter, 1992) forms of MCE beliefs:

We work at inclusion through awareness among students and some of our schools celebrate differences with a special set of activities through Multiculturalism Week (No. 19).

I teach in a small two-room Hutterite Colony school. ESL is an everyday reality for every child but multicultural realities are not. I try to promote awareness of and tolerance for other cultures, ie: having visitors from other areas and racial groups (No. 28).

My situation is quite different as I am in a Hutterite colony school, so there is no diversity of cultures. It is necessary, however, to respect the culture, to affirm the values of that culture, and to introduce the students to various cultures (No. 51).

These comments reflect a conceptions of MCE/ARE that parallel Sleeter and Grant's (1987,1988) *Teaching the Culturally Different and Human Relations* approaches to MCE, emphasizing the teaching of students who are not of the mainstream culture and educating about cultural differences. Other comments move to statements more critical of MCE, like the following:

It is a real source of irritation when what I perceive to be special interest groups keep trying to educate me about what they see as social justice. I know that, like myself, most teachers try their utmost to create an atmosphere of equality and fairness for each child in their care... Unfortunately, those carrying the banners of multi-cultural education and anti-racist education are usually preaching to the converted. It becomes insulting when teachers are told, over and over, that what they are doing is wrong and that they cannot possibly understand the wants and needs of people from other countries (No. 29).

Nagging me the whole while I was completing this questionnaire was the thought that MCE/ARE are really code words for PC (Political Correctness). Although I don't advocate insensitivity, I dread the thought of PC hijacking good programs and a reshuffling of priorities so that image and style take over from substance. I can't even begin to conceive what ARE or MCE would look like in a math or physics class! (No. 44).

These types of comments are similar to those that Solomon and Levine-Rasky (1994) found suggestive of resistance to MCE and ARE in their study. Furthermore, they indicate a conception of ARE that deals only with confronting and changing the racial stereotyping and overtly racist behaviour of students rather than turning the MCE and ARE analysis back upon teachers themselves in order to consider their own beliefs and practices. Additional comments in the present study make further statements of resistance to MCE and ARE:

This topic you have chosen is irrelevant for many of our schools today where children are already integrated and staff are too busy teaching to see colour and cultural differences unless they impact upon the child's education and learning. Many items on the questionnaire were not worth responding to due to this irrelevancy. I wonder why you chose such a topic for your research; it relates more to past history than immediate concerns. Some of the programs you are talking about create employment for people but they also create trouble among students where none existed before. This survey is five years out of date, in my opinion (No. 16).

ARE is NEGATIVE and should be REMOVED from all CURRICULUM areas and be REPLACED with Diversity is Desirable - DID - or some other acronym that does not imply or denote negative thoughts, actions, or ideas (*emphasis in original*, No. 41).

When considered as indications of MCE and ARE beliefs, the above statements and comments present substantially more divergence of opinion than was suggested by

the statistical data. This divergence represents potential inconsistencies among ESL teachers' MCE and ARE attitudes and beliefs which the questionnaire data suggested were relatively uniform. Similar inconsistencies are suggested for the extent to which ESL teachers' attitudes and beliefs about MCE and ARE are reflected in their classroom practices. The questionnaire data indicates that ESL teachers do extend their MCE and ARE beliefs into their classroom practices, yet, in light of comments like those above, some doubt is cast on the possibility of school practices being as inclusive of MCE and ARE as was initially suggested. This doubt is furthered by comments like the following:

Often, MCE and ARE were headed by an ESL teacher as part of their program but now it is left up to the classroom teacher. As more curriculum demands are placed on classroom teachers, MCE and ARE are often under-emphasized (No. 03).

Policies are there to guide us. We should not let them rule our behaviour... I feel if students know you have a separate agenda they will stop listening... Students will not be open to new thoughts if they feel it is shoved down their throats. We are there to educate students. We can give information and opportunity but it is up to each individual whether or not they want to change or make adjustments to how they think or feel (No. 10).

Although multicultural/racial issues cannot be avoided when teaching ESL students, I see my primary role to provide communication skills. Racism isn't likely to be readily observable in the ESL instructional situation, but rather when these students find themselves integrated/mainstreamed (No. 52).

While these statements do not openly state that MCE and ARE are not part of the teachers' classroom instruction, they do indicate that the level of MCE/ARE integration in ESL classes is not occurring in the manner indicated by the statistical data.

Only a few of the questionnaire comments dealt directly with the extent to which ESL teachers think that they are placed in positions of leadership and responsibility for MCE and ARE programs in their schools. However, these comments reinforce the ambiguous response obtained as a preliminary finding to this issue. Some comments suggest that no such leadership and responsibility is undertaken. One respondent illustrates, quite succinctly, that MCE/ARE practice comes before leadership in stating that, “We do not need activists -- just implementers” (No. 38).

None of the open-response comments, nor any of the comments beside specific questionnaire items seem to deal directly with issues of ESL teachers’ competence to assume leadership for MCE and ARE programs. What is clear, however, is that many ESL teachers feel competent to evaluate MCE and ARE programs, and in some cases, resent being instructed about what to do in their own MCE/ARE practices. Comments that indicate an evaluation of MCE and ARE practices within schools include the following:

In most of the schools I service, the only multicultural education evident is mostly during multicultural week and usually in the form of cultural traditions (arts, crafts, dance, food, etc.). Other than this, little is done by classroom teachers in terms of teaching units where students are exposed to and learn about the values and cultural norms in addition to traditions. Anti-racist education is dealt with incidentally rather than an integral part of instruction. I rarely see teachers integrating anti-racist activities and discussions when planning projects or units (No. 15).

The preliminary answer to research question five indicated that Manitoba ESL teachers feel that ongoing training in MCE and ARE is important and that the current

inservice and professional development opportunities are insufficient. This result is the only one among the five research questions that is clearly reflected in the questionnaire comments. Direct statements such as, “Change needs to occur faster than the Faculty is capable of doing” (No. 01), indicate a perception that faculties of education are underpreparing ESL teachers. This is echoed in the comment that, “faculties of education should be preparing all teachers for the reality of the multi-ethnic classrooms, not just ESL teachers” (No. 55). Likewise, there are statements suggesting that ongoing professional development (PD) is insufficient, such as, “I feel the need for PD on awareness and methods of addressing in-school discrimination & racism among students” (No. 19). Other comments challenge existing PD offerings even further, such as the following:

For most of the teachers I come in contact with, it is not a matter of deliberately excluding MCE & ARE but because it is not foremost on their minds. MCE & ARE does not seem to be a priority in most schools. For it to be a priority, relevant and meaningful inservicing for all teachers has to occur and administrators need to encourage and facilitate teaching staff (all staff) to attend them (No. 15).

The focus of these questions leads me to believe that there is an MCE/ARE programme/curriculum already in existence. Perhaps it is a commentary on the need to raise educators’ awareness that I have not seen or been encouraged to follow such a guide up to this point. There must be a role for the Department of Education & Division consultants to play here (No. 1).

What in-service training? (No. 29).

These comments all suggest that either there is no in-service training being provided with a focus on MCE/ARE policy and practice, or that none of it is being made

available to ESL teachers. The fact that an ESL teacher remains unaware of the existence of MCE/ARE policy at either the divisional or provincial level suggests a breakdown in communication at some point in the PD delivery system.

Conclusion

In addition to comments pertaining to the five research questions of this study, respondents provided comments that indicated concern about the impact of current education policy on multicultural and anti-racist education practices. Most of these comments allude to a perceived undercutting of MCE and ARE by other policy priorities, such as current curriculum initiatives. The following comments reflect this perception:

Teachers often have an excess of “agendas” (placed upon them by school boards, parents, “the greater society”). At times academic programming becomes secondary (ie: time restraints do not allow for quality programming of all given agendas - priorities need to be determined)... An administrative/school-wide commitment is critical for an individual teacher to have an impact (No. 22).

Compounding this irritation [intrusion by so-called experts] is the fact that cutbacks in education have left the classroom teacher with far fewer resources to deal with the specialized requirements of children who do not speak the language or who face difficulties because of unmet cultural expectations (No. 29).

There appears to be a distinct movement away from schools concerning themselves with multiculturalism and related issues. Although many schools incorporate “mission statements” and general policy related to recognizing the diversity of their student bodies, there are no active programmes or initiatives to celebrate cultural/ethnic differences - such as, recognition of special religious holidays, etc. or multicultural groups, etc. My comments are directed at secondary schools where curriculum content is emphasized (No. 64).

These comments are interesting in that they indicate the need to consider the policy context as a factor affecting ESL teachers and, therefore, affecting the attitudes and opinions reported in this study. Without incorporating such consideration, the study would unfairly isolate the teachers from the institutional contexts they work within, making them appear individually responsible for the MCE and ARE choices that they make. Many of the questionnaire comments indicate that education policies, established beyond the individual teacher's sphere of influence, impact upon each teacher's MCE and ARE practices. In a very blunt statement to this effect, one ESL teacher commented that, "There is a decline in ESL services in [our] School Division which indicates that Immigrant Students are a low priority. This is racism" (No. 53).

Policy is one element in the many contexts that ESL teachers work within. Manitoba ESL teachers work in various and diverse situations, each with its own contextual elements and circumstances that teachers interpret and react to on the basis of their personal location within the multitude of intersecting forces at play in their personal and professional lives. It is essential, then, to use some of the available contextual indicators to try to refine the responses to the research questions of this study. For this reason, the following chapter will return to the statistical data and reconsider it by taking into account the demographic features of the respondents. This may help to reveal some of the sources of variation among the responses obtained. Following this, another approach will be taken to obtaining responses to the research questions, by examining the comments provided by six ESL teachers in individual, in-depth interviews.

CHAPTER FIVE

CROSS-TABULAR ANALYSIS OF QUESTIONNAIRE DATA: A Further Analysis of English-as-a-Second-Language Teachers' Responses by Selected Demographic Characteristics

English-as-a-Second-Language teachers in Manitoba exhibit a variety of characteristics in relation to such variables as age, teaching experience, qualifications, and several others. These characteristics may manifest themselves in the form of differences in the opinions and practices of ESL teachers regarding ESL programming and MCE/ARE. Yet, the analysis of the questionnaire responses in the previous chapter tends to convey the impression that ESL teachers' attitudes and opinions in this regard are quite similar. It is important, then, to determine if selected respondent characteristics had a significant influence on how questionnaire items were answered.

The analysis of the questionnaire responses using selected demographic characteristics was done by performing a series of cross-tabulations. Responses to each questionnaire item were cross-tabulated with each demographic variable and analyzed to determine if there were significant differences between the responses given by different groups of teachers. In order to facilitate this calculation, all questionnaire item responses, including the demographic items, were collapsed into two nominal groups based on obvious divisions in the frequency data. For example, the questionnaire provided six choices for the "years of teaching experience" category: 0-5; 6-10; 11-15; 16-20; 21-25; and 26+. Approximately 40% of respondents chose one of the first three options, and the remaining respondents chose one of the last three. It seemed reasonable, therefore, to

collapse the responses into two groups: *0 to 15 years*, and *over 15 years*. Because the resulting two groups of respondents are larger than the six original groups, there is a clearer distinction of differences that would otherwise be masked by examining several smaller groups. The nominal groups set for each cross-tabulation vary according to the response frequencies obtained for each questionnaire item.

To establish what degree of difference in responses is considered significant, several steps were followed. Firstly, the responses given to individual questionnaire items were assessed for any differences between the demographic groups in question. Response differences exceeding 10% were noted as potentially significant. Secondly, all questionnaire items were sorted into their respective analytical groups and themes which were then assessed for any consistency in differences among the constituent questionnaire items. Thirdly, all groups and themes were sorted in relation to the corresponding research questions of this study. For those research questions where the majority of contributing groups and themes indicated a consistent response difference of 10% or more for the variable in question, that variable was considered to be significant and influential to the outcome of the research question. This final step is made clear in Table 17, which shows the groups and themes sorted according to the research questions, and indicates those with significant differences for each demographic variable. For example, “School Location” is seen to be significant in five out of six of the groups and themes associated with research question one, and is therefore considered to be significant for this question. The following sections will discuss each demographic variable in turn, focusing only on those cases in which variables present themselves as significant to a specific research question. Significant variable differences for individual questionnaire items will only be discussed if they are influential to a group or theme.⁷

7. Mean response data has been included in all tables in this chapter. Note that a statistical mean does not indicate the variation in responses given to a particular questionnaire item. For this reason, mean response differences do not usually correspond with differences observed through cross-tabulation.

Table 17

Group and Theme Response Differences Resulting From Cross-Tabulation of Demographic Variables

Question - Groups and Themes	Demographic Variables						
	School Location	Gender	Ethnicity	Grade Level	Years of Teaching Experience	Years of TESL Experience	TESL Qualifications
1. Goals	+						+
Policy	+	+					
Pedagogy	+	+		+			+
Beliefs	+	+					
Integrated ESL and MCE/ARE	+			+			
Stand Alone Item 12							
2. Teaching Practices							
Parental Involvement							
Integrated ESL and MCE/ARE	+			+			
3. Other School Practices	+	+		+		+	
Advocacy		+				+	+
Leadership		+				+	
4. Competence	+					+	+
Leadership		+				+	
5. Education and Training							
Qualifications and skills		+					

(A + indicates a substantial difference [$>10\%$] between responses given by the different subgroups within each demographic variable.)

Response Differences for Selected Demographic Characteristics

School Location

The survey respondents were asked to identify the size of the community that their school was located in. The questionnaire provided three possible responses for this: *large urban* (more than 35,000 people), *small urban* (from 5,000 to 35,000 people), and *rural* (less than 5,000 people). As mentioned in Chapter 4, about 70% of the respondents were from large urban centres, and 20% of the respondents were from rural areas. The remaining 10% were from small urban centres. For the purpose of the cross-tabulation, the small urban and the rural respondents were combined into one category, resulting in a split of 67.2% large urban and 32.8% small urban and rural. When these new categories were cross-tabulated through all of the responses to the questionnaire items, it became apparent that school location was a significant factor in respect to research question one: *some of the attitudes and beliefs that ESL teachers hold about MCE and ARE*. This is shown in Table 17 (p. 87), where the majority of groups and themes associated with research question one indicate an influence by school location.

The first of these groups and themes is the *goals* group. Table 18 (p. 89) presents the cross-tabulation results for this group, in which all items were assessed to determine the degree to which school location influenced the likelihood of obtaining an “agree strongly” response. As the table shows, three out of the four questionnaire items in the group obtained a difference of at least 15% between the number of respondents from large urban areas who answered “agree strongly” and those from small urban and rural areas who answered this way. The average response difference in this group is 15.9%,

weighted such that ESL teachers from large urban areas appear to be more supportive of some of the broad goals of MCE and ARE than are ESL teachers from small urban and rural areas.

Table 18

ESL Teachers' Questionnaire Responses to the Goals of
MCE and ARE by School Location

Item	% Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
1. The goal of multicultural education (MCE) is to encourage respect for a diversity of cultural traditions.	76.7	52.4	24.3	1.28	1.52	0.24
2. The goal of multicultural education (MCE) is to include diverse cultural norms, values, and traditions as part of the mainstream curriculum.	44.2	28.6	15.6	1.67	1.81	0.14
3. The goal of anti-racist education (ARE) is to change individual behaviours and attitudes that reinforce racism.	51.2	47.6	3.6	1.65	1.50	- 0.15
4. The goal of anti-racist education (ARE) is to change institutional policies and practices that perpetuate racism.	53.5	33.3	20.2	1.67	1.75	0.08
		<i>Average</i>	15.9		<i>Average</i>	0.08

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Also pertaining to research question one is the *policy* group, which appears to be influenced by school location in a manner similar to the influence suggested in the *goals* group. Table 19 (p. 90) illustrates the cross-tabulation differences obtained for the questionnaire items of the *policy* group. Note that in this group, the responses were collapsed into “agree / agree strongly” and “all other” categories for items 5, 18, and 43, and “disagree / disagree strongly” and “all others” for item 38, an item for which a

negative response was anticipated. The result is in an average 11.1% difference between the responses of ESL teachers from large urban areas and those from other locations. Given the nature of the items in this group, the difference suggests that ESL teachers from large urban areas perceive there to be a stronger base of support for MCE and ARE in their schools and boards than do ESL teachers from rural and small urban areas. This perception may arise from the beliefs of some teachers that cultural diversity is less of an issue or concern in rural areas where the ratio of minority cultural and racial groups may be very small and the student population in schools appears to be “all-white” (Lee, 1985).

Table 19

ESL Teachers' Questionnaire Responses to MCE and ARE Policy by School Location

Item	% Agree / Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
5. My Board's MCE and ARE policies have been fully implemented in my school.	51.2	33.3	17.9	2.47	2.75	0.28
18. The implementation of MCE and ARE policies is given sufficient resources in my school.	34.9	28.6	6.3	3.09	3.10	0.01
43. The MCE and ARE policies of my Board are generally supported by educators in my school.	67.4	42.9	24.5	2.26	2.74	0.48
	% Disagree/Disagree Strongly					
38. Resistance to MCE and ARE policies is evident in my school.	55.8	60.0	- 4.2	3.56	3.70	- 0.14
	<i>Average</i> 11.1			<i>Average</i> 0.16		

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The third group associated with research question one is the *pedagogy* group. Disagreement responses were anticipated for all of the nine questionnaire items in this group from respondents who support general conceptions of MCE and ARE. Following obvious divisions in the frequency data, the responses obtained were collapsed into “disagree strongly” and “all others” for items 6, 14, 21, 48, and 52, and into “disagree / disagree strongly” and “all others” for items 41, 44, 45, and 53.

Table 20

ESL Teachers’ Questionnaire Responses to MCE and ARE Pedagogy by School Location

Item	% Disagree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	65.1	33.3	31.8	4.51	4.30	0.21
14. ARE lowers the quality of education.	44.2	38.1	6.1	4.23	4.20	0.03
21. MCE is irrelevant to my personal teaching situation.	51.2	52.4	- 1.2	4.31	4.35	- 0.04
48. MCE lowers the quality of education.	41.9	33.3	8.6	4.38	4.16	0.22
52. ARE is necessary only in schools in which there is great ethnic/racial diversity.	51.2	19.0	32.2	4.47	4.21	0.26
	<u>% Disagree/Disagree Strongly</u>					
41. Students of racial/ethnic minority groups need literacy and numeracy skills more than they need MCE and ARE.	44.2	28.6	15.6	3.28	2.75	0.53
44. MCE and ARE usually result in “reverse discrimination.”	67.4	52.4	15.0	3.76	3.45	0.31
45. I am “colour-blind” when it comes to working with students of diverse racial groups.	30.2	19.0	11.2	2.37	2.21	0.16
53. There is nothing to gain by distinguishing ARE from MCE.	46.5	38.1	8.4	3.47	3.35	0.12
	<i>Average</i>		14.2	<i>Average</i>		0.20

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Cross-tabulation within the *pedagogy* group indicated a 14.2% average difference between the responses given by ESL teachers in large urban areas and those given by all other ESL teachers (see Table 20). As indicated by items 6 and 52, ESL teachers from large urban schools are over 30% more likely than other ESL teachers to disagree strongly that MCE and ARE are necessary only in schools with great ethnic or racial diversity. Interestingly, the near-equal “disagree strongly” responses to item 21 suggests that there is general agreement among ESL teachers that MCE is relevant to their teaching situation, regardless of their school location. However, the average difference obtained from the responses in this group suggest that MCE and ARE have stronger support among ESL teachers who work in large urban areas than among ESL teachers from small urban and rural areas.

The results of cross-tabulating the *beliefs* group with the “school location” variable provide further support to the developing view that ESL teachers from large urban locations are generally more supportive of MCE and ARE than are ESL teachers based in schools in other locations. The items in this group provide an average difference of 17.6%, weighted such that ESL teachers based in large urban locations appear to be more supportive of MCE and ARE than those in small urban and rural areas (see Table 21, p. 93). Item 33 is of note as it indicates a 34.2% difference in the views held by ESL teachers from different school locations about whether or not ARE over-emphasizes student differences at the expense of their similarities: only 28.6% of small urban and rural based ESL teachers disagreed that ARE overemphasizes student differences whereas 62.8% of ESL teachers from schools in large urban areas disagreed or disagreed

strongly with this item. Item 46 is also of some note as it suggests that ESL teachers from schools in large urban areas are 28.9% more likely than their rural colleagues to feel that ARE is relevant to their teaching. This contrasts with the responses to item 21 (see Table 20) which suggested a near equal agreement on the relevancy of MCE to the teaching situations of respondents. Thus, the overall indication provided by the *beliefs* group is that there is a difference in the degree of support provided for MCE, and more so for ARE, between ESL teachers in large urban areas and those in small urban and rural areas.

Table 21

ESL Teachers' Questionnaire Responses to MCE and ARE Beliefs by School Location

Item	% Agree / Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
13. It is important to ensure that school symbols, songs, decorations, logos, and celebrations reflect the racial/ethnic diversity of the school population.	76.7	76.2	0.5	2.02	2.05	- 0.03
	<u>% Disagree/Disagree Strongly</u>					
23. MCE and ARE do not address the realities of school life such as classroom management.	69.8	47.6	22.2	3.81	3.45	0.36
31. ARE elicits issues that are too sensitive for the classroom.	79.1	61.9	14.1	3.93	3.89	0.04
32. Multiculturalism and anti-racism alienate the dominant (white) groups in society.	83.7	71.4	12.3	4.07	4.05	0.02
33. ARE over-emphasizes student differences at the expense of their similarities.	62.8	28.6	34.2	3.74	3.15	0.59
39. MCE and ARE are just another fashionable curriculum initiative.	69.8	61.9	7.9	3.88	3.65	0.23
46. ARE is irrelevant to my personal teaching situation.	86.0	57.1	28.9	4.21	3.29	0.92
	<i>Average</i>		17.2	<i>Average</i>		0.30

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The apparent difference in the level of support that ESL teachers from urban and rural locations give to MCE and ARE is further substantiated by cross-tabulation results using the *integrated ESL and MCE/ARE instruction* group. As Table 22 indicates, ESL teachers from large urban locations are, on average, 19.5% more likely to agree or agree strongly with the integration of MCE and ARE approaches into their ESL instruction. Item 27 received a 22% difference in responses, indicating stronger support from urban teachers than from rural teachers for the integration of ARE and ESL. Urban-based ESL teachers are also 21% more likely than rural-based ESL teachers to agree that effective language instruction can occur in an MCE/ARE context. This group of questionnaire items, thus, provides an overall indication of stronger support for MCE and ARE from ESL teachers in urban areas than from rural-based ESL teachers.

Table 22

ESL Teachers' Questionnaire Responses to
Integrated ESL and MCE/ARE Instruction by School Location

Item	% Agree / Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
27. ARE should be an integral part of effective ESL instruction.	79.1	57.1	22.0	2.02	2.33	0.31
51. Effective language instruction can occur within a MCE/ARE context.	83.7	61.9	21.8	1.81	2.35	0.54
55. MCE and ARE objectives are secondary to language objectives in an ESL teaching situation.	23.3	38.1	14.8**	3.28	3.05	0.23**
** reverse scored item	Average		19.5	Average		0.36

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

School location also presented itself as a significant difference in two other groups, *other school practices* and *competence*, which pertain to research questions three and four. However, none of the other groups or themes associated with these two research questions showed such significance. Therefore, the cross-tabulation results for *other school practices* and *competence* are not discussed in detail here but appear in Appendix D (Tables A1 and A2).

What does emerge from the cross-tabulation of the “school location” variable is that ESL teachers from large urban centres appear to be more likely than those from rural centres to hold views and opinions that are supportive of MCE and ARE practices. It can also be seen that the specific MCE and ARE views held by urban-based ESL teachers are, for the most part, more comprehensive than those of their rural counterparts, as the urban-based ESL teachers indicate stronger agreement with curricular integration of MCE and ARE practices. Furthermore, ESL teachers from urban schools are more likely than those from rural schools to perceive ARE to be relevant to their ESL instruction. It can be argued that this difference exists where there is a belief that ARE is about reducing overt acts of discrimination and where it is perceived that rural areas do not have the same level of cultural and racial diversity as do urban areas. Therefore, rural-based ESL teachers might not see the relevance of ARE if they do not observe overt acts of discrimination in what are perceived to be culturally harmonious settings, possibly with only limited ethnic or racial diversity.

Gender

The survey participants were asked to identify themselves on the basis of their gender. Of those who responded to this question, 72.6% were female and 27.4% were male. The gender variable was cross-tabulated through all the questionnaire items using the already described method of collapsing responses into bivariate categories. The results indicate that gender was a significant variable for two of the research questions of this study: *some of the attitudes and beliefs that ESL teachers hold about MCE ARE*, and *the extent to which ESL teachers think they are placed in positions of responsibility and leadership for MCE and ARE practices in their schools*, research questions one and three respectively. As indicated in Table 17 (p. 87), the “gender” variable is considered significant to these research questions because of its significance in *policy, pedagogy*, and *beliefs* groups (associated with research question one), and in *other school practices, advocacy*, and *leadership* groups and themes (associated with research question three).

The responses to the *policy* group (see Table 23, p. 97) appear to give a preliminary indication that male ESL teachers tend to have a more positive view of the degree to which MCE is being implemented in their schools and school systems, and women tend to have a less positive, more critical view of this implementation. With an overall average difference of 18.7% in responses to the questionnaire items in this group, it appears that most male ESL teachers believe that current school board MCE and ARE policies are being fully implemented, given sufficient resources, and are generally supported by their colleagues. There is a difference of almost 20% between male and female agreement responses regarding whether MCE and ARE are given sufficient

resources, and a 31.3% higher chance that a male ESL teacher believes that MCE and ARE policies are supported in his school. While these results do not indicate that male ESL teachers are generally more supportive of MCE and ARE than are female ESL teachers, they do suggest that male ESL teachers perceive a higher level of satisfaction with the current level of policy implementation. It could be argued that this actually implies more support for MCE and ARE on the part of female ESL teachers, who are thus critical of current policy implementation because it is perceived as not being sufficiently implemented or supported.

Table 23

ESL Teachers' Questionnaire Responses to MCE and ARE Policy by Respondent Gender

Item	% Agree / Agree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
5. My Board's MCE and ARE policies have been fully implemented in my school.	58.8	40.4	18.4	2.24	2.61	0.37
18. The implementation of MCE and ARE policies is given sufficient resources in my school.	47.1	27.7	19.4	2.82	3.16	0.34
43. The MCE and ARE policies of my Board are generally supported by educators in my school.	82.4	51.1	31.3	2.12	2.47	0.35
	<u>% Disagree/Disagree Strongly</u>					
38. Resistance to MCE and ARE policies is evident in my school.	52.9	58.7	- 5.8	3.59	3.61	0.02
	<i>Average</i>			<i>Average</i>		
			<u>15.8</u>			<u>0.27</u>

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The *pedagogy* group of items (shown in Table 24) is marked by extreme differences between responses from males and females. Responses indicate that female ESL teachers were, on average, 22.3% more likely to disagree or disagree strongly with these questionnaire items than were males. There was a maximum difference of 39.3%, and a minimum difference of 13.1% within this group. As disagreement responses were anticipated from those teachers who consider themselves to be MCE and ARE supporters, such a difference suggests that female ESL teachers are more supportive than are male ESL teachers of both MCE and ARE as expressed in aspects of pedagogy.

Table 24

ESL Teachers' Questionnaire Responses to MCE and ARE Pedagogy
by Respondent Gender

Item	% Disagree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	35.3	61.7	26.4	4.00	4.61	0.61
14. ARE lowers the quality of education.	23.5	48.9	25.4	3.94	4.30	0.36
21. MCE is irrelevant to my personal teaching situation.	35.3	57.4	22.1	4.00	4.41	0.41
48. MCE lowers the quality of education.	23.5	44.7	21.2	3.94	4.43	0.49
52. ARE is necessary only in schools in which there is great ethnic/racial diversity.	11.8	51.1	39.3	4.00	4.53	0.53
	<u>% Disagree/Disagree Strongly</u>					
41. Students of racial/ethnic minority groups need literacy and numeracy skills more than they need MCE and ARE.	29.4	42.6	13.2	2.82	3.30	0.48
44. MCE and ARE usually result in "reverse discrimination."	52.9	66.0	13.1	3.47	3.70	0.23
45. I am "colour-blind" when it comes to working with students of diverse racial groups.	11.8	31.9	20.1	2.18	2.42	0.24
53. There is nothing to gain by distinguishing ARE from MCE.	29.4	48.9	19.5	3.24	3.48	0.24
	<i>Average</i>		22.3	<i>Average</i>		0.40

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Of particular note in the *pedagogy* group (see Table 24), are items 6 and 52, which seek responses about whether MCE and ARE are necessary only in schools in which there is great racial and ethnic diversity. These items received the highest differences in responses between males and females, suggesting that female ESL teachers are more supportive of the practice of MCE and ARE in all schools, regardless of a school's racial and ethnic diversity.

A similarly distinct and high average difference between gender groups results from the cross-tabulation of questionnaire items in the *beliefs* group, shown in Table 25.

Table 25
ESL Teachers' Questionnaire Responses to MCE and ARE Beliefs
by Respondent Gender

Item	% Agree / Agree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
13. It is important to ensure that school symbols, songs, decorations, logos, and celebrations reflect the racial/ethnic diversity of the school population.	47.1	87.2	40.1	2.65	1.80	0.85
	<u>% Disagree/Disagree Strongly</u>					
23. MCE and ARE do not address the realities of school life such as classroom management.	52.9	66.0	13.1	3.59	3.75	0.16
31. ARE elicits issues that are too sensitive for the classroom.	58.8	78.7	19.9	3.71	3.98	0.27
32. Multiculturalism and anti-racism alienate the dominant (white) groups in society.	58.8	87.2	28.4	3.71	4.18	0.47
33. ARE over-emphasizes student differences at the expense of their similarities.	52.9	51.1	- 1.8	3.53	3.57	0.04
39. MCE and ARE are just another fashionable curriculum initiative.	35.3	78.7	43.4	3.29	3.98	0.69
46. ARE is irrelevant to my personal teaching situation.	58.8	83.0	24.2	3.65	3.98	0.33
	<i>Average</i>		23.9	<i>Average</i>		0.16

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The average gender-based difference in responses to the *beliefs* group of questionnaire items is 23.9% (see Table 25). Again, the pattern of differences appears to indicate that female respondents hold more supportive views of MCE and ARE than do males. Female respondents appear to show approval for inclusion of ethnic and racial minority cultural elements in school celebrations and displays, and view MCE and ARE as meaningful and relevant to all teaching situations including their own.

While it must be noted that the majority of male respondents indicate general support for MCE and ARE, the proportion of males who do so is significantly lower than that of their female colleagues. The male response to item 39 is of note, as it indicates that only 35% of male ESL teachers generally disagree that MCE and ARE are just another fashionable curriculum initiative. Over 78% of female ESL teachers expressed disagreement on this item. This is interesting in light of the apparent support that male ESL teachers perceived being given to MCE and ARE policy, as indicated in the *policy* group of items. The implication is that male ESL teachers perceive there to be support for MCE and ARE policy initiatives, and may feel obligated to support these policy initiatives themselves, even if they hold a cynical view of the policies.

The impact of the gender variable on the groups associated with research question one indicates that there exists not only a gender-based difference in the level of support for MCE and ARE, but also a difference in the aspects of MCE and ARE that are supported. Male respondents appear to be supportive of MCE and ARE at the policy level, whereas female respondents appear to be more supportive of MCE and ARE in their personal beliefs and pedagogical views. The overall implication is that MCE and

ARE appear to garner more support from female ESL teachers than from male ESL teachers. Also, female ESL teachers appear to give higher support than males do to comprehensive forms of MCE and ARE, with females supporting curricular inclusion of MCE and ARE issues and advocating the presence of MCE and ARE in all schools.

The gender variable also affects all the groups and themes associated with research question three: *the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in schools*. Significant cross-tabulation differences for gender were indicated in *other school practices, advocacy, and leadership* groups and themes.

Gender variable cross-tabulation in the *other school practices* group produced an average response difference of 18.6% (see Table 26), suggesting a higher level of support for MCE and ARE on the part of female respondents.

Table 26

ESL Teachers' Questionnaire Responses to
MCE and ARE Other School Practices by Respondent Gender

Item	% Agree Strongly			Mean Response		
	Male	Female	Difference	Male	Female	Difference
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	23.5	29.8	6.3	2.12	2.02	0.10
20. Assessment procedures should emphasize the evaluation of students' general performance, interests, and teacher observations, rather than single test scores.	29.4	59.6	30.2	1.82	1.45	0.37
	% Disagree/Disagree Strongly					
40. Christmas celebrations are threatened by other cultural traditions.	52.9	72.3	19.4	3.35	4.00	0.65
	<i>Average</i> 18.6			<i>Average</i> 0.37		

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Of note in the *other school practices* group is item 20, which indicates that female ESL teachers are 30.2% more likely than are male ESL teachers to agree strongly with an approach to student assessment that is similar to the comprehensive forms of assessment endorsed by many MCE/ARE theorists (e.g., Corson, 1994; Cummins, 1986).

The results of the gender cross-tabulation in the *advocacy* theme are shown in Table 27. In this case the average gender-based response difference is 16.4%, suggesting that female ESL teachers are more likely than male ESL teachers to support, and practise, forms of MCE and ARE advocacy. As indicated by questionnaire item 9, there are similar proportions of males and females likely to agree strongly that ESL teachers should be advocates for MCE and ARE, yet only 17.6% of male respondents generally agree that they engage in discussing racial and ethnic matters with other teachers (item 42). Female respondents were 29.2% more likely to agree or agree strongly that they engaged in this form of advocacy.

Table 27

ESL Teachers' Questionnaire Responses to
MCE and ARE Advocacy by Respondent Gender

Item	% Agree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
9. ESL teachers should be advocates for MCE and ARE.	41.2	44.7	3.5	1.78	1.76	0.02
	% Agree / Agree Strongly					
42. I approach other teachers in my school to discuss the racial and ethnic matters of their classrooms.	17.6	46.8	29.2	3.12	2.99	0.13
	<i>Average</i>		16.4	<i>Average</i>		0.06

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Response differences resulting from gender cross-tabulation with the *leadership* theme are less striking than those obtained from the *other school practices* group and the *advocacy* theme. Nonetheless, there is an average response difference of 13.0%, suggesting significant influence of the gender variable. While all the questionnaire items in this theme have received a low percentage of agreement responses, from both males and females, it is apparent that a higher proportion of female ESL teachers than male ESL teachers think they are placed in leadership positions for MCE/ARE practices in their schools.

Table 28

ESL Teachers' Questionnaire Responses to
MCE and ARE Leadership by Respondent Gender

Item	% Agree / Agree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
37. Teachers in my school regularly seek my input in addressing racial and ethnic matters in their classrooms.	17.6	23.4	5.8	3.12	3.36	- 0.24
47. I am often placed in a position of leadership for MCE and ARE practices within my school.	11.8	31.9	20.1	3.24	2.93	0.31
	<i>Average</i>		13.0	<i>Average</i>		0.04

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Gender appears to be a significant factor in the *qualifications and skills* theme as well, the results of which appear in Table A3 in Appendix D. While not considered significant to any of this study's research questions, this cross-tabulation does indicate that female ESL teachers are more likely than are male ESL teachers both to support mandatory MCE and ARE professional development programs for ESL teachers and to

support provincial certification of ESL teachers.

What emerges from “gender” variable cross-tabulations is that respondent gender appears to have an influence on the attitudes and beliefs that ESL teachers hold about MCE/ARE, and also on the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE/ARE programs in their schools. Female ESL teachers appear to be more supportive than male ESL teachers of MCE and ARE in general, and indicate more agreement with comprehensive conceptions of MCE and ARE that include an infusion or integrated approach to MCE/ARE, and the implementation of MCE/ARE in all schools. Female ESL teachers are also more likely than male ESL teachers to feel that they are placed in positions of leadership for MCE and ARE practices in their schools. They also report engaging in leadership and advocacy types of behaviours more than do male ESL teachers. Male teachers, on the other hand, while still providing responses indicative of support for MCE and ARE, tend to perceive that there is more school and system wide support for MCE and ARE policies than do female ESL teachers.

Before moving on, it must be noted that there is a possibility that the differences resulting from gender variable cross-tabulations are a result of the influence of grade level rather than gender. This is because there is a higher proportion of female teachers at the elementary level than at the secondary level, and a higher proportion of male teachers at the secondary level. Thus, what appear to be gender differences, may in fact be confounded by grade-level. However, when the results of grade level cross-tabulations are compared with those of gender, they do not correspond as would be expected if this confounding were the case -- i.e., significant differences would appear in identical groups and themes for both variables (see Table 17, p. 87).

Heritage and Ethnicity

The questionnaire provided an open response item for heritage/ethnicity, with the intention being to code the responses obtained using the same categories of ethnicity that Solomon and Levine-Rasky (1994) used in their study. As was indicated in Table 2 (p. 50), the majority of respondents identified themselves either as “Canadian” or as some form of European or combined European-Canadian ethnicity. Only two respondents identified themselves as racial minorities, providing too small a number to run meaningful cross-tabulations for this category. To facilitate cross-tabulation, the ethnicity variable was therefore collapsed into three categories: Canadian, European Groups, and Others. Based on these categories, no significant differences were found in ethnicity cross-tabulations. Of some note however, is that respondents identifying themselves as “Canadian” were 20% more likely than respondents from other ethnic groups to feel that MCE and ARE result in reverse discrimination.

Grade Level

The questionnaire provided three possible choices for respondents to indicate the grade level at which they were currently teaching: elementary, middle years, and senior years. The responses obtained included three questionnaires in which all three choices were checked, presumably indicating K-12 schools. Thus, four categories of grade level appear in the frequencies shown in Table 2 (p. 50). However, to permit cross-tabulation of this demographic variable, the grade level choices were collapsed into two categories: elementary, and secondary. The “secondary” category contained only those questionnaire

responses that indicated “secondary”. The “elementary” category was comprised of those responses indicating “elementary”, as well as all “middle years” responses and any cases in which all three choices on the questionnaire had been selected. The reasons for collapsing these responses into one category are as follows. First, middle years schools fall into the K-8 distinction used in Manitoba. Secondly, the K-12 group was included in this category to keep the “senior years” category distinct, with no elementary school teacher influence.

Using these categories in the cross-tabulation, grade level was seen to be a significant variable for three of the questionnaire groups and themes: *pedagogy*, *integrated ESL and MCE ARE instruction*, and *other school practices*. The results for these groups and themes can be seen in Appendix D, Tables A4-A6. For the *pedagogy* group, there was an average response difference of 11.6%, weighted to suggesting that secondary school ESL teachers have views about pedagogy that are more supportive of MCE and ARE than are those of elementary school ESL teachers. An average response difference of 11.7% is observed in the *integrated ESL and MCE ARE instruction* theme, suggesting a climate more supportive of MCE/ARE in secondary ESL classrooms than that of elementary ESL classrooms. The *other school practices* group parallels this, with an average 10.9% response difference suggesting a more comprehensive approach to MCE and ARE on behalf of secondary school ESL teachers.

The results of the grade level cross-tabulation, however, do not present any significance in respect to any one of the research questions (see Table 17, p.88). Nonetheless, the results are surprising because it was anticipated that ESL teachers

working at the elementary school grade level would appear to be more supportive of MCE/ARE beliefs and practices. This expectation is based on the literature that suggests that elementary schools, because of their smaller size and more flexible curriculum, are better able to respond to initiatives such as MCE and ARE (CCMIE, 1997). While the findings of the cross-tabulation considered here do not refute the literature, they do suggest a potential inconsistency between the literature and the perceptions of elementary school ESL teachers in Manitoba.

Years of Teaching Experience

Respondents were provided with six possible choices to indicate the number of years that they have been teaching: 0-5, 6-10, 11-15, 16-20, 21-25, and 26+. It is important to note that these choices indicate the total number of years of teaching, not just TESL experience. This is an important distinction as many teachers have transferred to TESL specializations well into their teaching careers. The distribution of responses to this question is indicated in Table 2 (p. 50). For purposes of cross-tabulation, responses to this variable were collapsed into two categories: 0-15, and 16+. This resulted in 24 responses in the "0-15" category and 37 responses in the "16+" category.

While there were a few questionnaire items that showed significant influence from the "years of teaching experience" variable, results from the "years of teaching experience" cross-tabulation indicate no significant differences among any of the groups or themes and therefore, no significance for this variable among any of the study's research questions.

Years of ESL Teaching Experience

Respondents were offered the same questionnaire choices for “years of ESL teaching experience” that they were for “years of teaching experience”. More than half of the respondents had no more than 10 years of TESL experience, notably less than the average 15 years of total teaching experience. For the purpose of this cross-tabulation, all responses were collapsed into the following two categories: 0-10 years, and over 10 years. This resulted in 38 respondents in the “0-10 years” category, and 20 respondents in the “over 10 years” category. Using these two categories, “years of TESL experience” was seen to be a significant factor in all groups and themes associated with research questions three and four: *the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in their schools*, and *the extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE ARE programs in schools*.

The groups and themes associated with research question three are *other school practices, advocacy, and leadership*. Cross-tabulation of the questionnaire items associated with the *other school practices* group result in an average response difference of 20.3% between categories of TESL experience. This difference is weighted such that ESL teachers with over 10 years of TESL experience are more likely than those with less than 10 years of experience to perceive themselves to be placed in positions of leadership and responsibility for MCE and ARE programs in schools (see Table 29, p. 109).

Table 29

ESL Teachers' Questionnaire Responses to
MCE and ARE Other School Practices by Years of TESL Experience

Item	% Agree Strongly			Mean Response*		
	0-10 Years	Over 10 Years	Difference	0-10 Years	Over 10 Years	Difference
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	18.4	45.0	26.6	2.21	1.75	0.46
20. Assessment procedures should emphasize the evaluation of students' general performance, interests, and teacher observations, rather than single test scores.	47.4	60.0	12.6	1.63	1.37	0.26
	<u>% Disagree/Disagree Strongly</u>					
40. Christmas celebrations are threatened by other cultural traditions.	63.2	85.0	21.8	3.62	4.16	0.54
	<i>Average</i>			<i>Average</i>		
			20.3			0.42

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The results of cross-tabulating “years of TESL experience” with the questionnaire items of the *advocacy* theme appear in Table 30.

Table 30

ESL Teachers' Questionnaire Responses to MCE and ARE Advocacy
by Years of TESL Experience

Item	% Agree Strongly			Mean Response*		
	0-10 Years	Over 10 Years	Difference	0-10 Years	Over 10 Years	Difference
9. ESL teachers should be advocates for MCE and ARE.	39.5	50.0	10.5	1.74	1.80	0.06
	<u>% Agree / Agree Strongly</u>					
42. I approach other teachers in my school to discuss the racial and ethnic matters of their classrooms.	31.6	45.0	13.4	3.08	2.84	-0.24
	<i>Average</i>			<i>Average</i>		
			11.95			0.09

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Cross-tabulation of “years of TESL experience” in the advocacy theme results in an average response difference of 12.0%, weighted to suggest that those teachers with more than 10 years of TESL experience appear more likely to endorse the role of ESL teacher as MCE/ARE advocate, and more likely to agree that they approach other teachers in an advocacy role. This lends support to the suggestion that ESL teachers with more than 10 years of experience are more likely than those with less experience to perceive themselves to be in leadership positions for MCE/ARE.

Cross-tabulation results in the *leadership* theme continue to support the suggestion that it is the more experienced ESL teachers who are most likely to feel that they are placed in positions of responsibility and leadership for MCE and ARE programs in their schools (shown in Table 31). There is an average 21.7% response difference for the questionnaire items in this theme. Although the majority of respondents, including the majority of those with more than 10 years of TESL experience, were not in general agreement that they were placed in positions of leadership for MCE and ARE practices in their schools, the cross-tabulation suggests that years of TESL experience does influence the extent to which ESL teachers perceive their leadership roles.

Table 31

ESL Teachers’ Questionnaire Responses to
MCE and ARE Leadership by Years of TESL Experience

Item	% Agree / Agree Strongly			Mean Response*		
	0-10 Years	Over 10 Years	Difference	0-10 Years	Over 10 Years	Difference
37. Teachers in my school regularly seek my input in addressing racial and ethnic matters in their classrooms.	15.8	30.0	14.2	3.39	3.05	0.34
47. I am often placed in a position of leadership for MCE and ARE practices within my school.	15.8	45.0	29.2	3.29	2.39	0.90
	<i>Average</i>		<i>21.7</i>	<i>Average</i>		<i>0.62</i>

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

A similar influence from the “years of TESL experience” variable is seen in the themes associated with research question four. This question explores the level of competence that ESL teachers think they possess to undertake leadership and responsibility for MCE and ARE programs. The analysis of this question makes use of the *competence* and *leadership* themes, both of which indicate significant influence from the “years of TESL experience” variable in cross-tabulation results. The cross-tabulation results for the *leadership* theme are shown in Table 31 (p. 110), and suggest significance for research question four in the same manner as for research question three. The cross-tabulation results for the *competence* theme are shown in Table 32.

Table 32

ESL Teachers’ Questionnaire Responses to
MCE and ARE Competence by Years of TESL Experience

Item	% Agree Strongly			Mean Response*		
	0-10 Years	Over 10 Years	Difference	0-10 Years	Over 10 Years	Difference
11. I have the competence to teach ESL from an MCE perspective.	23.7	25.0	1.3	2.32	1.84	0.48
	<u>% Agree / Agree Strongly</u>					
22. I have the skills and knowledge needed to lead MCE and ARE practices in my school.	44.7	70.0	25.3	2.82	2.16	0.66
29. I have the skills and knowledge needed to help other teachers practice MCE and ARE.	47.4	70.0	22.6	2.68	2.32	0.36
30. I have the competence to teach ESL from an ARE perspective.	55.3	80.0	24.7	2.39	2.11	0.28
	<u>Average</u>			<u>Average</u>		
	18.5			0.45		

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

The average response difference of 18.5% for the questionnaire items in the competence theme suggests that those teachers with more than 10 years of TESL experience are more likely than those with less experience to think they have the skills and knowledge to lead MCE and ARE practices, to help other teachers practice MCE and ARE, and to teach ESL from an ARE perspective.

Given the cross-tabulation results of the “years of TESL experience” variable in the *competence* and *leadership* themes, it appears that the number of years of TESL experience that ESL teachers have is influential to how they have responded to some of the questionnaire items. Those ESL teachers with more than 10 years of TESL experience are more likely to perceive themselves to be competent to lead MCE and ARE practices. This, notwithstanding the fact that the overall findings of the *leadership* and *competence* questionnaire items indicate general agreement among all ESL teachers that they think they have leadership ability for MCE and ARE.

TESL Qualifications

Respondents were provided with five possible choices to describe their highest qualifications for teaching ESL, and were also given an open-response choice to use if none of the fixed choices were suitable. The responses to this questionnaire item indicate that over 57% of the respondents hold B. Ed. degrees or B. Ed. degrees plus some TESL inservice sessions as their highest TESL qualification (see Table 2, p. 50). Only 14.7% of respondents hold some kind of certification in TESL, either in addition to their B. Ed. degree, or as an M. Ed. in TESL.

In order to facilitate cross-tabulation for “TESL qualifications”, the responses

obtained for this variable were collapsed into two categories: teachers with B. Ed. degrees and those with TESL in-services, and teachers with B. Ed. degrees plus some kind of post B. Ed. university course work in TESL. It might have been interesting to single out those respondents with M. Ed. degrees in TESL, but there were only six such respondents, forming a group of insufficient size to run meaningful cross-tabulations.

Using the collapsed categories, the “TESL qualifications” variable was seen to be significant in cross-tabulation with the *goals* group, the *policy* group, the *advocacy* theme, and the *competence* theme. However, significance within these individual groups and themes alone does not constitute significance for any one of the research questions of this study. Thus, the affected groups and themes will only be discussed to the extent that they contribute to possible ideas to explore in follow-up personal interviews.

The *goals* theme cross-tabulation resulted in an average response difference of 11.3%, weighted to suggest that those teachers with post B.Ed. courses in TESL are more likely than those without such course to hold views which are supportive of some of the broad goals of MCE and ARE (see Table A7 in Appendix D). Likewise, the cross-tabulation results in the *pedagogy* group indicate an average response difference of 17.8%, again weighted in a manner that suggests that teachers with higher TESL qualifications are more likely to hold views about pedagogy which reflect support for MCE and ARE (see Table A8 in Appendix D). While it might be anticipated that higher TESL qualifications, indicative of more university course work and training specific to ESL instruction, would be associated with increased support for MCE and ARE, this is not indicated by the other groups and themes associated with research question one. Therefore, it is not possible to conclude, at this point, that TESL qualifications

significantly affect the attitudes and beliefs that ESL teachers hold about MCE and ARE.

The *advocacy* theme generated an average 13.9% response difference when cross-tabulated with the “TESL qualifications” variable. This difference is weighted in a manner that suggests that those teachers with higher TESL qualifications are more likely to agree that ESL teachers should be MCE/ARE advocates (see Table A9, Appendix D). A similar pattern is indicated in the *competence* theme, where cross-tabulation indicated an average response difference of 10.3% (see Table A10, Appendix D). This difference suggests that those ESL teachers with post B.Ed. courses in TESL are more likely than those without such courses to think they are competent to teach ESL from an MCE/ARE perspective, and to think they are competent to lead MCE and ARE activities in their schools. It is important to restate, however, that despite its influence in the reported groups and themes, the “TESL qualifications” variable does not appear to be significant to any one of the research questions of this study.

Reconsideration of Preliminary Conclusions

Throughout Chapter 4, preliminary conclusions were drawn for each of the research questions of this study. These conclusions were based upon the overall frequency data generated from the questionnaire responses. In light of the cross-tabulation results discussed in this chapter, many of the preliminary conclusions need modification. As was indicated in Table 17 (p. 87), there are several demographic variables that impact upon one or more of the research questions. Most significantly affected are questions one, three, and four. Demographic variables appear to have only minor influence on the other questions.

Research Question One: Some of the attitudes and beliefs that ESL teachers hold about MCE and ARE

The preliminary conclusion to research question one, described in section 4.3.1.1, was that Manitoba ESL teachers hold views which are supportive of MCE and ARE. The data indicated a general acceptance of the integration of MCE and ARE throughout the curriculum of all schools, and of the integration of MCE and ARE with ESL instruction. The cross-tabulation results suggest that much of this positive and supportive response derives from urban-based ESL teachers. When compared to their rural colleagues, ESL teachers from large urban centres appear to be more supportive of some of the broad goals of MCE and ARE, more likely to support an integrated instructional approach to MCE and ARE, and more likely to see ARE as being relevant to their teaching situations.

Research question one was also significantly impacted upon by the gender variable. While both groups register overall support of MCE and ARE, distinctions between the kinds and quality of support are important. Female ESL teachers indicate stronger support than males for some of the broad goals of MCE and ARE, and are more likely to support a comprehensive approach to MCE/ARE that integrates it into all school curricula and in all schools. On the other hand, male ESL teachers tend to perceive a broader level of acceptance for MCE and ARE policy among their colleagues, despite expressing some reservations themselves about MCE and ARE as currently fashionable policy initiatives.

Both grade level and TESL qualifications were of minor significance to research question one. There is some evidence that secondary school ESL teachers are more inclined to support the broad goals of MCE and ARE in comparison to their elementary

school counterparts. This is particularly the case in respect to how their MCE and ARE beliefs are reflected in their views regarding some aspects of pedagogy and integrated instruction. Likewise, there is a slight indication that the same positive level of support is accorded to those ESL teachers who have taken TESL courses in addition to their B. Ed. qualification.

Research Question Two: the extent to which ESL teacher attitudes and beliefs about MCE ARE are reflected in their self-reported classroom practices.

The cross-tabulation results for the groups and themes associated with research question two do not indicate any significant differences that suggest a need to reassess the preliminary conclusions discussed in section 4.3.2.1. Thus, it appears to hold that Manitoba ESL teachers have incorporated their views of MCE and ARE into their classroom practices. There is, however, some indication that ESL teachers from large urban centres, and ESL teachers in secondary schools, are more likely to hold views that endorse the integration of MCE and ARE practices with ESL instruction.

Research Question Three: the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in schools.

The preliminary conclusion to research question three requires modification in light of the fact that both “gender” and “years of TESL experience” were significant variables in the associated groups and themes of questionnaire items. While it remains the case that the questionnaire responses indicate an inconsistency between the perceived role of advocacy and the perceived level of actual advocacy practice, female ESL teachers are more likely than male ESL teachers to indicate that they think they are placed in leadership roles for MCE and ARE. Female ESL teachers are also more likely

to indicate that they undertake more types of advocacy behaviours. Likewise, those teachers with more than 10 years of TESL experience are more likely than those with less than 10 years of experience to indicate that they are placed in leadership positions for MCE and ARE practices. The more experienced teachers are also more likely to indicate that they engage in advocacy behaviours for MCE and ARE. However, there remains an inconsistency between the level of ESL teachers' support for advocacy, and their reported level of actual advocacy practice.

Research Question Four: the extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE ARE programs in school.

The preliminary conclusion for research question four needs to be reconsidered in light of the significant impact of the "years of TESL experience" variable in the themes associated with this research question. It is apparent from the cross-tabulation data that ESL teachers with more than 10 years of TESL experience feel more competent and skilled than do less experienced teachers to teach ESL from MCE and ARE perspectives. ESL teachers with more than 10 years of TESL experience also feel more competent to lead and assist other teachers in MCE and ARE practices. They are also more likely to report being placed in leadership roles for MCE and ARE practices in their schools. However, it remains the case that most ESL teachers, regardless of years of TESL experience, report that they are generally not placed in leadership positions for MCE and ARE, nor are they consulted by other teachers for advice regarding ethnic or racial matters.

There was also minor influence of “school location”, “gender”, and “TESL qualifications” variables in research question four. Teachers from large-urban centres are more likely to think they are competent to undertake leadership of MCE/ARE programs, while female ESL teachers report being in leadership roles and undertaking leadership behaviours more often than do male ESL teachers. Additionally, ESL teachers with TESL qualifications beyond a B. Ed. degree think they are more competent to teach ESL from MCE and ARE perspectives than do lesser qualified ESL teachers, but they do not report a corresponding level of confidence for leading MCE and ARE practices in their schools.

Research Question Five: ESL teacher perspectives on the effectiveness of preservice and inservice MCE ARE professional development and training initiatives.

The results of all cross-tabulations indicate no variables that suggest the need to reassess the preliminary conclusion to research question five. However, respondent gender did appear as a significant factor in the *qualifications and skills* theme that is associated with this research question. The results of this cross-tabulation indicate that female ESL teachers are over 30% more likely than males to agree with mandatory training and certification for ESL teachers. Thus, ESL teachers think that inservice training in MCE and ARE is important but they express ambivalence about the effectiveness of current MCE/ARE inservice offerings. Furthermore, ESL teachers think that faculties of education have an important role to play in providing MCE/ARE training, but also think that these faculties need to be doing more to address the MCE/ARE needs of ESL teachers.

Conclusion

To this point, this study has made use of a questionnaire as the sole source of data in determining some of the perspectives of Manitoba K-12 ESL teachers regarding MCE and ARE. The responses to the questionnaire items have provided frequency data that has been interpreted to suggest some preliminary answers to the five research questions of this study. The preliminary answers presented in Chapter Four provide a description of the perspectives held by the entire group of respondents, and thus reflect the generalized opinions of the study's population.

The cross-tabulation results presented in this chapter indicate variations in questionnaire responses that are associated with differences in the demographic characteristics of respondents. "School location", "gender", and "years of TESL experience" have all been shown to be significant variables in respect to the outcomes of several of the study's research questions. Given their significance, these variables suggest the need to reconsider some of the preliminary findings generated from the response frequencies. This cross-tabulation process has thus helped to indicate variations in opinions held by sub-groups within the study's population and to bring a higher degree of resolution to the questionnaire data.

It makes sense, then, to try to bring more clarity to the findings of the study's research questions by pursuing data that allows for full recognition of the opinions and characteristics of individual respondents. Such data would provide a more in-depth and comprehensive exploration of teacher perceptions than the questionnaire is capable of providing. At this point, therefore, the study will turn to a new source of data, in the form of personal interviews with individual ESL teachers.

CHAPTER SIX

INTERVIEW COMMENTS AND FINDINGS: Discussions about Multicultural Education and Anti-Racist Education with English-as-a-Second-Language Teachers

This chapter describes six interviews with ESL teachers. The six interviewees were selected from 14 respondents who had indicated willingness to discuss their MCE/ARE beliefs and practices. Although the comments obtained in the interviews explore some of the variations and inconsistencies that surfaced in the questionnaire data, the interviews provide a source of new data that can be used in addressing the five research questions of this study. The interviews allowed individuals to respond to the five research questions and to expand upon their thinking and tell their own story in respect to ESL and MCE/ARE. Each story sheds light upon the views of Manitoba ESL teachers, and contributes a human voice in response to the research questions. To enhance this “voice”, each interview is presented as an individual and consistent narrative, and each interviewee has been given a pseudonym. The six accounts will be followed by a section of conclusions intended to synthesize the interview data into answers for the research questions.

Interview One

Roberta is a female ESL teacher who works at a secondary school in a large urban setting. The school has a broad mix of cultural and racial groups attending as students,

making it one of the city's most culturally diverse schools. Roberta has been teaching ESL courses and students for all of her teaching career, now in its fourteenth year, and she holds a post-baccalaureate certificate in ESL instruction. However, she is currently working as a resource teacher and has contact with ESL students only because the part-time ESL teacher in the school is unable to meet with all of the ESL students. Thus, she is expected to assist the ESL students as part of her resource teacher responsibilities.

When asked about her beliefs about MCE and ARE, Roberta suggested that the foundation of her beliefs was a desire to maintain appropriateness and to not offend any students. In her words, "What we may feel is appropriate is not necessarily appropriate in another culture or what we deem inappropriate may be appropriate in another culture." She follows an individualistic approach to MCE and ARE, noting that "... each student is individual and you treat each student in relation to how they feel about what you're doing and what they feel comfortable with." When asked about what she thought would ensure educational equity for all groups in her school, she replied:

... It all deals with change and the commitment to do what you can for the students. Also, education. And through education, just working with the kids, finding out what they want. So, it's just working together. It's working together. Not as a staff but as a school community and with the community.

These comments indicate a commitment to MCE and ARE but don't really suggest what kind of MCE and ARE Roberta believes in or practises. Other comments, however, begin to reveal something of this. For example, when asked if she makes a distinction between MCE and ARE, the response was a simple, "No", with an

explanation offered only in respect to the implementation of MCE and ARE:

I don't think you can segregate any of this curriculum. I don't think it works. I think it needs to be incorporated in everything whether it's science, geography, history, English and yeah, like if you do it like chunks it doesn't work.

This quotation provides a better idea of the views that Roberta holds, suggesting acceptance of an integrated approach to MCE and ARE. Other comments, like the following, add more depth to this view, highlighting the importance of making schooling relevant for all students, including ESL students:

I think when the information that you're trying to teach students is relevant then learning occurs much easier. And if, if a student feels that you're sympathetic to where they're coming from, if you're willing to be flexible and you're willing to do whatever you can to make their learning experience a successful one then you have less issues to deal with, and so that's what we do. We make, I try and make things relevant.

Thus, Roberta's views of MCE and ARE begin to be seen less as formalized ideas and concepts guided by any consciously-held theory, and more as a generalized approach to inclusive education. This is indicated in her desire to avoid cross-cultural inappropriateness. This suggests an approach to MCE/ARE that holds interpersonal and intergroup harmony as its goals and objectives.

Roberta's overriding concern with not wanting to harm or offend is seen in her beliefs about what skills are needed to teach ESL from a MCE or ARE perspective. She responded that the main skills were flexibility, open-mindedness, and a willingness to learn. Furthermore, she stated that competency in these areas was never fully acquired:

You're always learning. Always learning. Um, and that's the fun part of it too because you learn something new everyday. And asking them, asking the kids. Like ok, this is what I'm doing. What would you do where you're from. And also being sensitive to the students that are coming from um, war countries, war torn countries. Sensitive to ok, maybe there's things that they don't want to talk about and don't push it. So you really have to be careful with that.

While Roberta's concern with intergroup harmony may provide for a smooth running classroom, this concern for harmony may not extend beyond the classroom to the community as a whole. This is made apparent in her views concerning the inclusion of racial and ethnic minority communities in educational policy development and implementation:

It's important to have community input but it has to be educated community input. It can't just be emotional community input because you know it doesn't work, there's no, ... If it's emotional there's no commitment, there's no logic behind it. And as long as it's educated it's not through emotion, it's not through vengeance, it's not through politics, and it's for the good of the school it's the good of the students. ... it has to be informed it's not just "oh we need to do this". Well why? Explain to me. Why do we need this? Convince me.

While it is clear that Roberta advocates the involvement of racial and ethnic minority communities, there are obvious limits to how much involvement, and what kind of involvement she thinks should be permitted. The above comment suggests that Roberta believes it is the minority communities who must explain their wishes to the school rather than the school explain its program to the community. It also appears that Roberta does not believe that MCE and ARE should be political in any sense. This is further indicated in her views on the role of the school, MCE, and ARE in society. When asked if she felt that the school had a role to play in establishing social equity in the

community outside the school, her response was:

Um, that could get very political, and I don't think it's part of the school's job to get involved in political aspects.

In terms of how Roberta implements the MCE and ARE beliefs that she holds, it is apparent that she attempts to integrate her beliefs into all of her school practices. Yet she has not included parents of her students directly in classroom practices. Rather, she keeps parents informed through the school's community liaison officers, and through a resource program brochure that has been translated into several languages. Furthermore, she also makes use of the liaison officers to obtain information about the student families and cultures, with the intent being, "... so I won't cause anybody harm or do anything inappropriate."

When asked about the extent to which she feels placed into positions of leadership for MCE and ARE, Roberta responded that her role was one of information dissemination rather than implementation, passing along whatever she gathered from PD, correspondence, or other sources. However, she does engage in MCE and ARE related conversations with her colleagues pertaining to specific students. In these cases she feels that the goal is to work out ways to solve the problems and meet the school's objective of, "... providing success for all students." In many ways she has replaced individual leadership with a cooperative approach, stating that:

Yes, and what I like to see, like I can't do this by myself, and anyway if I do it by myself that's not gonna work. I want everybody to have ownership into the issue and I want you [other teachers] to know what I'm doing down here because you're part of that...

These comments do not indicate a teacher who has accepted a personal leadership role for MCE and ARE in her school, yet they do suggest a form of advocacy. In fact, Roberta suggests that the school has involved all teachers equally in the leadership process rather than designating one or two specific leaders. Yet regarding the role that she plays in the MCE program, Roberta admitted to feeling that she does not have the competence to handle her MCE/ARE responsibilities. However, in exploring these responses further, it became apparent that it wasn't the demands of MCE and ARE per se, that were causing this so much as other obstacles to their implementation:

Last year I was here at seven thirty in the morning, I left at six at night and then I was coaching and you know I have kids in here every lunch hour. You know, nuts. So um, I said if I burn out this is not going to help anybody anyway... I need another person.

Roberta indicated that she is overworked and unable to fulfill the expectations placed upon her without dropping some of her workload. Thus, she feels unable to fully handle many of her responsibilities, including her MCE/ARE responsibilities.

When asked specifically about current reforms to education, her reply was that the cutbacks have had an impact upon the delivery of ESL programming but that the MCE and ARE programs could continue if there were some creative administration and commitment by the staff:

The final set of questions that Roberta answered pertained to her perspectives on the effectiveness of professional development and training initiatives undertaken to enhance MCE and ARE awareness and practice among ESL teachers. Her first comment

was that many of the ESL PD sessions were delivered with an elementary focus so she did not attend them, thinking them irrelevant to her situation. Furthermore:

The ESL PD right now is emphasizing the New Directions issue so it's on how to modify for an "E" designation, and how do you program for an "E" designation, how do you program for an "N" designation. You know, all that stuff. So it's very specific. It's not a regular, it's more an administration thing.

In respect to formal training offered by faculties of education, Roberta expressed a distrust of theory, suggesting it was overemphasized used in relation to practical suggestions which she felt were overlooked:

I think the Faculty of Ed, they need to get the teachers out and doing. Sitting in a classroom is, like, that's fine, but there's only so much theory you can listen to. Ah, let's go out and try it, you know. So they need to get the teaching students out and experience - in ESL there's only so much theory you can listen to. And I listen to tons. And I'm going yeah right, I don't think that's going to work.

When asked specifically about MCE and ARE training in an ESL teacher training program, Roberta returned to the theme of not wanting to offend as the form of MCE and ARE most desired:

Can't change anybody unless they want to, to start with. In this day and age with so many students coming from different backgrounds, teachers have to be flexible. If they don't then they're not doing their job. And you have to be sensitive [to cultural differences].

Based upon the data presented in Chapter Four and Five, Roberta's demographic profile suggests that she is most likely to support and practice a *Multicultural Education* approach (Sleeter and Grant, 1987, 1988) to MCE and ARE. What emerges from this

interview, however, is that the interviewee has a commitment to a form of MCE and ARE that is based upon a desire to not offend or hurt students from other cultures. This also appears to be what she thinks MCE and ARE should be for her students; avoiding any overt acts of discrimination or bias, and maintaining intergroup harmony. These beliefs, with a focus on school and social harmony, are indicative of the *Human Relations* approach to MCE/ARE, described by Sleeter and Grant. Furthermore, Roberta doesn't feel that she is in a position of leadership for MCE and ARE in her school, at least no more so than any other teacher is. Nor does she feel competent for such leadership, not so much because of her own skills and abilities but because of an overload of expectations and responsibilities. She doesn't feel that any of her TESL training has provided her with sufficient MCE and ARE theory or practice but does feel that training is essential to her professional development.

Interview Two

Lou is a male teacher at an ethnically and culturally diverse secondary school in a large urban setting. He has been teaching ESL for eight years of his 13 year teaching career. In addition to B.A. and B. Ed. degrees, he also holds an M. Ed. in TESL. He considers himself a member of a minority cultural group and suggests that this has significantly influenced the way that he approaches TESL, MCE, and ARE.

When asked about his MCE and ARE beliefs, Lou spoke with some knowledge about a range of beliefs and practice that could constitute MCE and ARE, and stated that he falls somewhere in the middle of this range:

Somewhere in the middle. I'm certainly not a Folklorama multiculturalist. I believe there are issues that have to be dealt with in terms of multicultural education.

He maintains a strong distinction between MCE and ARE and adds that:

The anti-racist stuff definitely applies to ESL people cause ESL people can be racist, as racist as anybody else, with the wrong kind of teaching and the wrong kind of opportunities.

I think all of us should, where possible, employ people of racially diverse backgrounds. I think you have to have more people of racially diverse backgrounds because that's a valuable way to learn about racial diversity, working with people. So I believe in affirmative action.

Lou provided some suggestion that his approach to implementing MCE and ARE is to integrate it into all curriculum, and to make his teaching personally relevant for the students in his classes. Furthermore, he reported clearly defined and concrete steps to be taken to facilitate changes in accordance with his MCE and ARE beliefs. He indicated this further in his suggestion about what the school can be doing to promote social equity outside of schools:

I think we should be working with people a lot more. I think we could be working, doing more with Native groups, working more with other disadvantaged groups, bringing in people from other groups so we can make some of those connections.

When asked about what he considered to be essential skills for an ESL teacher to teach from a MCE or ARE perspective, Lou's answer emphasized the role of cultural sensitivity. He feels that he is competent in this area, "more than most people" in fact,

because of travelling all over the world and developing intercultural and cross-cultural skills as a result. In addition to this, he has taken university courses in MCE which he feels were of benefit to his current understanding.

In respect to MCE and ARE leadership, Lou stated that MCE and ARE leadership are not among his current responsibilities:

Well, this school has something that's called the Unity Group which is very big in terms of promoting anti-racist and multicultural education so we have a built in component at the school. I haven't had a big level of responsibility. I've gone along with the unity day. I've been on the unity march but I haven't taken a leadership role. Some other teachers have taken a leadership role in those areas. ...Some of the English teachers consult me, mm, well, more on language issues than on ethnic and cultural issues. Occasionally on cultural issues. Not very often.

Despite not taking a leadership role, Lou indicated feeling capable and competent to handle MCE and ARE issues and discussions if they come up. Interestingly, he pointed out the same kinds of limitations on his ability to assume a leadership role for MCE and ARE that Roberta, the first interviewee, did, stating that cutbacks have had the effect of increasing his workload to the point where extra responsibilities are impossible:

Well, it's affected the ESL program as a whole. I'm the only ESL, full time ESL teacher in the division. ... Yeah, there were several. There were as many as six or seven, if you include the resource people. Now it's myself and my aide. ...There's lots of kids who get up to our level [secondary] who are not, who should have been in ESL classes in the past and weren't and have suffered from it. That keeps us busy.

Lou suggested that he had participated in ongoing PD related to ESL and to MCE and ARE. Not only had he completed an M. Ed. degree in TESL, he had also actively

sought out MCE and ARE courses, contacts, and experiences. Of special importance to him have been his professional exchanges with liaison officers for various ethnic and cultural groups represented in his school:

I think meeting with the liaison people is valuable. We had someone last year, up until last year, that was extremely valuable. He was a resource teacher here. He was of Punjabi background and he was extremely valuable in helping us - helping me with my East Indian kids.

When asked about the role of the faculties of education, Lou said that he feels they should offer more courses in the areas of MCE and ARE, and that these should be required of ESL teachers. Furthermore, he felt that the faculties of education were not doing much at all to assist inservice teachers with these issues.

In summary, Lou appears to support a comprehensive approach to MCE/ARE which includes the integration of MCE/ARE issues throughout the curriculum. His views appear to parallel some of the characteristics of the *Multicultural Education* approach identified by Sleeter and Grant (1987, 1988). Additionally, it can be argued that Lou's commitment to affirmative action represents elements of the *Education that is Multicultural and Social Reconstructionist* approach. It is interesting then, that he gives such emphasis to cultural sensitivity as an important MCE/ARE skill for ESL teachers. This is a somewhat limited and inconsistent view of necessary skills in relation to *Multicultural Education* and *Education that is Multicultural and Social Reconstructionist* approaches. Still, given his TESL qualifications, it is hard not to consider Lou's university course work in MCE to have been influential to his MCE and ARE perspectives.

Interview Three

Shayla, the third interviewee, works in a small, one-room school in a rural community. She teaches all of the classes in this school, from kindergarten to grade 12, and all of the subjects in each class. She considers herself to be an ESL teacher because all of her students are Hutterites with German as their first language. Thus, most of her students qualify for additional provincial funding as ESL students. Shayla has over 26 years of teaching experience, the last 19 of which she considers to be in TESL. Her highest qualification in TESL is her B. Ed. degree plus some inservice courses in ESL instruction. In addition, she does not identify with any cultural or ethnic community.

The beliefs that Shayla holds about MCE and ARE reflect the absence of ethnic and cultural diversity among her students: they are all from the same Hutterite colony. The only ethnic or cultural variation in the school is embodied in her own presence there. Thus, her approach to MCE/ARE is such that her focus is on teaching her students the skills they need to function in the social institutions of the majority culture outside of their colony. She also attempts to develop a sense of cultural self-respect in those students who might venture out to live beyond the colony:

As far as the actual practice in my classroom, it is very much bi-cultural rather than multicultural because I don't have to deal with the multicultural aspect in terms of discipline, or in terms of language, or in terms of subject matter.

I think it [Hutterite history] should be taught in every Hutterite school because it gives the young people a pride in their culture. ...all of that is part of teaching a whole picture of their culture.

Furthermore, Shayla feels that it is her responsibility to prepare students for the cultural

diversity that they might encounter outside of the colony:

... I ought to, as a true professional, make the students aware of other cultures and I need to teach through the courses and the curriculum that there are other cultures and that they have, they are also legitimate, that they are part of our society and that they need to be accepted.

Well, we should be connected to societal issues. We can't live in isolation from each other. We have to deal with other ethnic groups, whether it's through business or casual contacts in shopping malls. In my case, there is no television on the colony, so it is really my job as teacher there to inform the students of other groups that exist, and of inequities that exist among the various cultural groups of Manitoba.

Interestingly, despite Shayla's stated commitment to addressing societal issues, she doesn't feel that ARE has any place in the school program, nor does she feel that it has any relevance to her teaching situation:

I think anti-racist education shouldn't be in schools, yes please. I disagree with it because it implies a negative concept. To me the concept of multiculturalism, accepting it, is a positive concept. Anti-racist, anti anything implies that there is a problem and I think in a sense that maybe there is a problem in some areas but ah, any anti-racist seminars I have gone to have to me sounded like tinkling brass. ...It's a show and nothing really comes of it. But I will have to qualify that by saying I don't have to deal with the anti-racist concept.

When asked how she carries out her MCE instruction, Shayla stated that she teaches it in a manner that fits into her teaching schedule, such that, "it's regular, it's on my timetable regularly." She teaches MCE more often as an add-on course than integrated into all instruction. Furthermore, she is unable to utilize parents from the community in her classroom for MCE, or for any other purpose, as such involvement would be seen as an act of favouritism by the community, a community whose religion

opposes any assertion of individuality over communal identity.

Foremost among the knowledge and skills that Shayla thinks are required in order to teach from a MCE perspective is knowledge of the history of the people one is teaching:

You need to understand where they came from. You need to understand what habits, what practices they came with. You need to understand um, in what broader context they have adopted the Canadian culture and what they have rejected and why.

When asked if she felt she had this kind of competency, Shayla replied that she did, as a result of having spent the last 19 years in various colony schools. Because she attributes all of her present ESL and MCE competency to work experience alone, it follows that Shayla holds a critical view of the effectiveness of preservice and inservice teacher training for ESL teachers, including MCE, and ARE instruction. Her biggest criticism of existing training measures is that they do not provide new teachers with exposure to the colony school environment, nor do they provide relevant information for inservice teachers in colony schools:

The U of M doesn't send any practice teachers to rural schools. What does that do to the young teachers coming? They are going to come into there [a colony school] and they will be totally lost. They will go crazy. Who would do it?

It's really, really difficult. There is nothing that deals with our situation, not in any documents or curriculums.

Further to her comments about training, Shayla did make some suggestions about what faculties of education could do to improve their assistance to colony schools:

I think that the Faculty of Education should have a Hutterite as part of their committees or consultants or whatever they call it. You need someone to represent the grass roots on some sort of advisory committee. People in the Faculty need grass roots help in developing something.

In respect to current educational reform, Shayla shares concerns similar to the previous interviewees, in that current educational reforms are making it difficult for her to meet all that is expected of her. Despite supporting the reforms in principle, she feels that these reforms do not take her situation into account, nor do they provide sufficient resources for her to accomplish their stated objectives:

There is a real gap between what is and what should be. And it's not like I have a lot of time to do this. I am the sole teacher in a K-12 school. I get no prep time. I have to teach every subject to every grade. That's why we look to the Department or the Faculty of Education, because maybe they have some personnel to assist us. But to tell me I have to develop curriculum shows that they clearly don't see my situation for what it is.

I believe that the curriculum that is currently used, like New Directions, are good! ...My situation isn't represented at all in any of the new materials. Zilch. I have to adapt all of the new material. I have to, no choice. ...First of all, standards tests are great. ...I don't oppose them in the sense that they keep me on my toes, number one; they inform parents; they inform the government as to what the children can do in their province; they foretell something of the future. I think the idea is great. But the real situation is that they are so complex, that they are so time consuming, that so much is demanded through those tests, of teachers and children and the community, that it becomes a burden to everybody. And by burden I mean you have to stay in school until 8:00 o'clock just to read the documents so you know what you are doing. 'Cause remember, I've got every grade. I can't prepare every student for every exam when I still have to do my own regular testing.

If Shayla's comments are compared to the questionnaire data, there is some correspondence. The statistics suggest that rural-based ESL teachers view MCE in a

different manner than do urban-based teachers, and are less likely to implement their views in an integrated or infused manner. Shayla's beliefs and classroom practices indicate elements of both the *Teaching the Culturally Different*, and *Human Relations* approaches to MCE identified by Sleeter and Grant (1987, 1988). Her focus is primarily on developing strategies to teach a student population that is culturally different from the mainstream culture. Her approach to MCE instruction most often appears as a separate course in her teaching calendar but at times is integrated into other subjects. She doesn't advocate the practice of ARE, nor does she consider that MCE leadership is part of her teaching agenda. Similar to her urban colleagues, however, she does feel that current educational reforms are making it difficult for her to meet all of the expectations placed upon her.

Interview Four

The fourth interviewee, Barry, is a male ESL teacher, working at a secondary school in a large urban setting. He has 13 years of teaching experience, the last seven of which have been in TESL. His highest qualification in TESL is a B. Ed. degree with some inservice training. In addition, he does not identify with any ethnic or cultural group.

Of particular note in this case is the unique focus of the ESL program that Barry teaches in. His school has developed and marketed a private school program for international visa students that operates alongside the school's regular public school program. As a result, there is a large visa-student population at the school which gives

rise to most of Barry's TESL responsibilities. There are some immigrant and refugee students in the school as well, but the vast majority of the ESL students are involved in the private school program.

The international school program is an important feature of Barry's teaching context as it impacts upon his MCE and ARE beliefs in a very direct manner. The school has developed a "culture of multiculturalism", as Barry explains it, that has required all teachers to buy into a school MCE philosophy at some level. This aspect of the school is complemented by the fact that the majority of the students, both visa and non-visa, are university bound, or are committed to pursuing some form of post-secondary academic education. The result is a multicultural school environment with a focus on academic achievement. The school is committed to meeting the needs of international students, both academically and personally, as academic success stories allow for continued marketing of the program in an expanding and competitive market. Describing the school's approach, Barry explains:

It's a very clear agenda since we are the school that is at the forefront of the international program. We are recruiting students from overseas and of course attempting to create a friendly, welcoming environment for them in the school. So everything we do is sensitive to that and so far the cooperation has been, I think, great pretty well across the board. There's not a teacher at the school that doesn't see that as being an important characteristic of the school.

As a result of this whole-school approach to implementing the international program, Barry doesn't feel that he is in a leadership role any more than any other teacher. Still, he does feel that other teachers come to him to discuss language and cultural concerns regarding some of the international students.

Barry believes MCE to be more than, "...just kind of tokenism and celebrating cultural festivals. That attitude kind of annoys me a little bit because I don't think it really is multiculturalism because it kind of shrinks down what a culture is into some kind of a custom or tradition or costume and it kind of folklorizes it." However, he also suggests that, "...on the other hand I don't think I would feel comfortable with kind of an affirmative action type of political agenda." Nonetheless, he does make a distinction between MCE and ARE:

Multicultural education, I think, is learning about other cultures but they don't have to be other cultures that you have to live with or work with, you just want to be aware that there are other cultures out there, whereas anti-racist education, I think, has to work on you at a more personal level.

But it's not something that, you know, I'm gonna teach anti-racism today. It's just kind of like how you teach maybe or how you approach it is maybe how the anti-racist message is gonna take place. ... It's not like something here's the anti-racist, multicultural agenda, curriculum, now I want you to go teach that the same way you teach you know polynomials or, or, you know, the difference between verbs in Spanish. It's an approach to doing things that is, I would say, the culture of the school.

These comments give an indication of the kinds of MCE and ARE beliefs that Barry holds. They also provide clues about the kinds of MCE and ARE practices that occur in his classes, suggesting that he believes in the value of infusing MCE and ARE throughout the curriculum and school program. Much of Barry's approach to MCE parallels aspects of the *Human Relations* approach to MCE (Sleeter and Grant, 1988), addressing issues of prejudice reduction and the affirmation of cultural diversity. Barry's following comments, however, indicate a range of practice, from discussing cultural differences to

deconstructing the concepts of race and racism:

I guess one thing is just the grouping of students where I try to get students from every culture to interact with every culture. ... I also encourage my students to take courses that are in another language... that's one thing I do that kind of just make learning other languages as kind of the vehicle for accepting other people, and there's a lot of languages that are offered here so I see that as kind of multicultural education. Grouping the students together is multicultural education. And then I had done some cooking of Mexican food in my Spanish class. I mentioned this to my ESL class and they've been bugging me, they want to go cook tacos too 'cause they wanna know what Mexican food tastes like.

... One of the units we had was on race and racism and kind of the myth of race and all and that kind of stuff and we took a look at that and I found that was anti-racism education versus I think what I do all the time which is to understand when I teach a Spanish class I'm teaching at least one part of multicultural education...

The last comment above, indicating discussions about race and racism, suggests elements of the *Multicultural Education* approach to MCE (Sleeter and Grant, 1987, 1988).

The types of awareness, skills, and knowledge that Barry thinks an ESL teacher needs in order to teach from an MCE and ARE perspective appear to be limited and inconsistent with the beliefs and practices he has described:

Well you really have to have some kind of a, a little bit of information about who the, who the new groups in town are. And I guess you need a little bit of skill in, and sensitivity towards the person. ...it's good if you know who the agencies are and who some of the people are that they can go to for help.

When asked if he felt he had competency in these areas, Barry responded that he had minimal skill in these areas and that most of it was a result of on the job learning, in many cases learned through reflection after having been, unintentionally, culturally

insensitive to some students. Barry considers ongoing PD to be important in his MCE and ARE practices as well, noting that he has participated in, “SAG days and the big ESL conference that we have, the TESL conference and the big national one. I think there were all kinds of aspects of that that you could see as multicultural, and anti-racist.” He sees this form of inservice as effective for the school’s program, but mentioned that program-wide inservice has been essential for the school, adding that, “I think it wouldn’t have been effective if I were the only person inserviced.” He had no comments to make about the preservice or inservice training offered to ESL teachers by faculties of education other than to suggest that all prospective ESL teachers should be required to travel abroad and study another language so as to have some personal knowledge about what their students might be experiencing.

In contrast to other interviewees, Barry did not feel that current educational reforms were making a significant impact upon his ESL or MCE/ARE instruction. He did note that he had lost IA support for ESL classes, but this seemed to be overshadowed by a growing ESL visa-student population that would likely allow for the hiring of another ESL teacher.

In summary, Barry’s MCE and ARE beliefs and practices appear to be shaped, at least in part, by the approach that his school is taking. Much of his MCE and ARE focus is on reducing discrimination between student groups at the school and developing an appreciation for cultural diversity among the students. He appears to be implementing this approach to MCE in an integrated manner, infusing it throughout his teaching. His beliefs seem to parallel the international program’s emphasis on promoting cultural

harmony and academic achievement. Barry's leadership and responsibility for MCE and ARE practices in the school is equal to that of his colleagues, suggesting that there is staff acceptance of the importance and value of the multicultural focus they have established for the school.

Interview Five

Shannon, the fifth interviewee, was in her final year of teaching when she received the questionnaire, and had recently retired when interviewed. She had taught for 31 years, the last 18 of which were in TESL. All of her teaching was done at the elementary level in Winnipeg schools. Her highest qualification for TESL is a Master's Degree in second language teaching. This degree was not oriented specifically to ESL instruction, but to all second language teaching. Shannon had, in fact, taught French before shifting into TESL.

The school from which Shannon had just retired has a very culturally diverse student population. Shannon suggested that a previous school survey had shown that only around six percent of the students were monolingual English speakers, the rest being speakers of other languages and mostly of ethnic, cultural, and racial minority groups. For Shannon, the biggest issue that this diversity presented to her teaching was language concerns. At several points in the interview she returned to the idea that language was the single most important skill that her students could develop in order to succeed in society. When asked what was most important in ensuring educational equity in a culturally and racially diverse society, her response was, "To me language is the key."

Shannon's MCE beliefs reflect this concern with language skills, followed closely by a concern with sharing cultures and helping students to adapt to Canadian culture:

The kids would start contributing, if they had enough language, about what was similar in their homelands, and we were all interested. We shared. I was sharing my culture with them and they were delightful enough to return the favour, and that basically was the way that it worked. It wasn't that I set out to be multicultural. I did not necessarily.

If you're open to them [the students], and you're accepting, then they'll come in with all sorts of things from their homes that you can share. I think you really have to like the children and their parents, and if you like the children and their parents, I mean really like them, everything else falls into place 'cause they know they're appreciated and they're valued and ah, to me that's as multicultural as it's going to get. Because remember, when they come in they're not that high on maintaining their own culture. They're desperate for the kids to learn enough of my culture in which to survive. I mean that's my role.

These comments indicate the importance that Shannon places on helping students adapt to the mainstream culture. Thus, they suggest an approach to MCE that reflects aspects of the *Teaching the Culturally Different* approach to MCE proposed by Sleeter and Grant (1987, 1988).

When asked specifically about ARE, Shannon indicated a displeasure with and distrust of ARE. She suggested that ARE had nothing to do with her, her colleagues, or her students. This is based in her belief that ARE is concerned with eliminating overt acts of discrimination between students, and ensuring self-respect among minority students. Since she observed no cases of overt discrimination in the school, and since she perceived student self-respect to be high, Shannon felt there was no apparent need for ARE in her school:

You know to me anti-racist... That was just so far from what went on. There were so many other things that were so much more important to these kids 'cause, 'cause they thought they were great. Our kids always thought they were great.

I've found, particularly in our school the children, everybody was pretty much colour blind, or culture blind, or anything like that because it was such a mixture.

Furthermore, her distrust of ARE extended to advocates and spokespersons for ARE:

I'm suspicious [of ARE] not because there isn't racism out there and not because we don't need to work against it. We do. But, my personal experience has been that a lot of people waving racist flags have a hidden agenda and ah, it really doesn't go down well because it becomes so painfully apparent that they aren't the least bit interested in the welfare of the kids or anything else.

In fact, I'm afraid you often found in our particular thing that the teachers were working so hard and were having so much success that they used to get very irritated with that [ARE] because basically they [ARE advocates] were coming into the converted and telling them all these terrible things which these people would never in their life have done to kids or anything like that but were aware that it existed out there but it just, well you couldn't have survived in our school if you had any tendencies like that [overt racism].

These comments parallel many of the comments that Solomon and Levine-Rasky (1994) obtained in their study and which they categorized as indicating resistance to ARE, characterized by a lack of engagement with current ARE theory and practice. However, the "resistance" label is questionable in light of some of Shannon's indication that some of her distrust of ARE stems from what she has perceived to be negative experiences with advocates of ARE. This is also suggested by some of her comments provided regarding her interaction with community liaison officers employed by the school division:

You've got to know which ones [community liaison officers] you can deal with and which ones you avoided like the plague and just cut out of the whole process which is a terrible thing to say but it's the truth because, ah, I guess this is why sometimes you get a little bit antsy with anti-racist education, because you're doing your level best and you're trying this and all of a sudden this person comes in out of left field who doesn't really even know what's going on with all these pronouncements and you figure, not again, we'll do it on our own.

These comments indicate Shannon's perception of conflict between herself and the community liaison officers, and with the anti-racist message that the liaison officers tried to communicate. They also suggest that Shannon felt that doing her best should have been considered enough to exempt her from any criticism. Shannon's conflict with external advice and criticism appears again in her comments about the PD and inservice sessions that she attended. While stating that she hadn't taken much, if any, PD associated exclusively with MCE or ARE, she had taken, and in some cases delivered, ESL related PD. However, when at the ESL inservice sessions, she was very suspicious of outside "experts":

... This is one of the difficulties sometimes of going to in-services. Every so often you get somebody there and they sort of dump on you [about MCE or ARE], where you think well, why am I bothering to do this, you know. I'm trying my best... but that's a problem.

When asked about what she felt to be the necessary awareness, knowledge, and skills for an ESL teacher to have in order to teach from an MCE perspective, Shannon's response was that ESL teachers simply needed to have an openness to the students. As indicated in one of the comments above, liking the children was deemed to be sufficient to teach from a MCE perspective. Furthermore, Shannon felt that she had this level of skill, and that what wasn't natural to her, she had developed on the job. In her words,

“Teachers are born, not made.”

Shannon felt that she had definitely held a leadership role for MCE activities and practices in her school. She said, “I wore the multicultural hat. I was told that.” In addition, administrators and other teachers would seek her advice regarding linguistic and cultural issues. She felt, “That’s what I was there for. ... I was supposedly the expert.” When asked about her level of confidence and competence to undertake such leadership, Shannon replied, “I don’t know of anyone, especially with all the years I spent at it, that would know much more.”

When asked about the role of faculties of education in preparing ESL teachers for ethnic and racial diversity, Shannon’s comments returned to the view that preparedness was based on knowing the cultural traits of the students one would teach, and that this knowledge would have to be acquired on the job:

I don't know if you can really prepare anybody for that because it's so diverse and if you prepared them, let's say for the Portuguese culture, by the time you get there the Portuguese may have moved on to somewhere else and you've got a whole bunch of people in from Chile or somewhere, a different outlook on life. I think it's just a matter of being sort of open and ready.

Shannon had little to say about current educational reforms, but noted that cutbacks in resources had made an impact upon her instruction. Again, her response concluded by noting that she was doing the best that she could with the limited resources that she had.

Shannon’s comments suggest that her approach to MCE and ARE parallels elements of both the *Teaching the Culturally Different* and *Human Relations* approaches

proposed by Sleeter and Grant (1987,1988). Her focus is clearly upon teaching language and social skills to students who are culturally different from the mainstream, and upon teaching about cultural differences. Thus, she feels that competency in MCE and ARE is constituted in having knowledge about the cultures of one's students and in being able to eliminate overt discrimination between groups. It follows that Shannon's perceived sense of knowledge of other cultures has lead to her sense of expertise and the undertaking of a leadership role for MCE. However, while sounding confident about her MCE knowledge and practice, her sense of authority and expertise may have contributed to her conflicts with community liaison officers and other MCE/ARE advocates, particularly if there were any disagreements over what constituted MCE and ARE.

Interview Six

Peter is a male teacher who is working at a rural secondary school. He has 24 years of teaching experience, the ten most recent years being in TESL. His highest qualification for TESL is a B. Ed. degree, but he has supplemented this with TESL inservice sessions as well as attending several TESL conferences. He identifies himself as being of "Canadian Mennonite" ethnicity and heritage, which also happens to be the largest cultural group in the community in which he teaches.

During the interview, Peter suggested that the cultural and ethnic make-up of the school is, "not that diverse" but that there is diversity within the majority Mennonite cultural group. This majority group comprises around 95% of the student population, yet it is divided by distinctions in religious belief that are so profound the school considers

the different groups as separate cultures. Additionally, within the Mennonite community there are a small number of Spanish speaking families who have immigrated to Canada from Mexico and other Latin American countries. This has created a situation in which there are both religious and linguistic differences among what had initially appeared to be a single cultural group. The remaining five percent of the student population are visible minorities, either immigrants to the community, or visa-students who enrolled in the high school to learn English. There are also a few aboriginal students in the school.

Peter's responsibilities as an ESL teacher extend to all of the cultural groups in the school. Many of the Mennonite students, even third and fourth generation Canadians, speak Low German as a first language so are in need of ESL instruction in order to succeed in the school. Peter describes the greatest issues facing him as a result of the diversity of students as "social tensions" between different and at times opposing religious groups. He stated that retaining students in school is also an issue because, "the most conservative groups, they don't even allow their children to come to high school because it's considered to be wrong."

The religious distinctions held in the community have influenced Peter's MCE/ARE practices such that his focus is upon establishing intergroup harmony and maintaining student attendance at the school. One of his most important strategies to achieve this is to involve the parents in the school. However, this involvement is most often accomplished by giving parents a school tour:

First of all the parents of these kids feel alienated. They don't feel part of the social milieu so we hold separate evening events for these parents... we will tour the facilities. But our initial thrust is to bring the parents here, to show them what's available, to help them to understand we have a common purpose, we have

a common purpose for their kids in mind, that we want to see them do better. We have a common purpose in mind when we say that we have similar roots, background, interests, and beliefs and concern for, kind of an acceptable lifestyle, and then we start talking the same language.

The parents are not involved in school policy development or as classroom volunteers.

This is for several reasons, among them the fact that many of the parents do not have literacy skills in their first language nor in English. Thus, the school also makes use of bilingual community liaison officers to help bridge the gap between parents and school.

The distance that parents feel between themselves and the school impacts upon their children, and this presents an in-school issue for Peter:

They [students] have to live in two cultural environments, because the environment the kids have to be part of at school is a very different cultural environment from what they're used to at home. And I think that's common to all ESL situations. There's two cultural environments kids have to be in, and they're bridging that all the time, and parents, parents find it very difficult to accept that sometimes kids bring the school culture into the home and it's so different, and parents interpret it as rebellion and rejection and all kinds of other things and so there's conflicts at home.

Thus, Peter feels that the emphasis of his MCE approach is to bridge this culture gap for his students, and attempt to win the support of parents. One strategy that he makes use of in school to help students cope with the cultural bridging is to employ peer mentors:

We also try to use sort of a peer-mentor type of idea. If we have a student who is experiencing some social or maybe some academic difficulty we try to find another student who is pretty good at that kind of thing and sort of say, would you mind being this person's friend for, just in the class, just for eating lunch you know. We don't have a lot of brave students but we do have a few brave souls who are willing to sort of give up a little bit of their time or effort to help these kids.

In addition to peer mentors, social workers and community liaison officers are also involved in helping students to bridge between school and home.

When asked specifically about his ARE beliefs and practices, Peter indicated an awareness of current theory and practice in ARE, and suggested an understanding of the potential for institutional and internalized racism to go unnoticed unless confronted through some form of sensitizing to the issue. However, he maintained only partial acceptance of the need to practice ARE in his school. Nonetheless, he did state that he was concerned about the issue and that anti-racism was important for the community :

I'm not so sure that teaching anti-racism really accomplishes what it wants other than to give ah, people who are racist a way to fight people who would like to change things. I think that is an on going relational thing that you have to meet people and become friends or at least acquaintances with these people to understand that it's different. And I sometimes feel that we too often talk about what's different rather than what's the same and that makes it tough for some kids.

Lately I've been concerned about reverse discrimination as well as addressing discrimination issues and I don't think we want to go overboard either way. I think the long range approach needs to be moderation and we do want to address equity to some degree and at the same time, you know, sensitize most people to the issue of discrimination and how that is exercised in so many different ways. Sometimes we haven't even recognized it until we reflect on why did we do what we did. That, I think, is an important thing to address as a community. Not just as a school or as a professional organization. I think that's a community issue.

Thus, Peter is not without ARE strategies or beliefs, but seems to have reasoned that ARE must play out at the community level rather than occur exclusively in schools.

When asked about his skills and abilities to be able to teach from a MCE or ARE perspective, Peter responded that he had the skills to be able to do so within the context that he was presently working in. Thus, being from the same cultural background as his

students and being able to speak Low German are seen as the required skills and abilities. This also allowed him to claim personal understanding of the gap between school and home as he had experienced it himself as a student and continues to experience it as a teacher. Having had similar experiences to those of his students, and speaking their language, Peter has taken upon himself the responsibility of discussing the language and cultural issues of students with other teachers. However, he does not consider himself to be in a leadership role for MCE in his school. Rather, he considers himself to be “just one of the team.” In respect to the advocacy that he undertakes, he does feel qualified:

I think it's true that I learn as I go along. I don't think if you use the word arrive I don't think I'll ever get there, but to say that I'm a rookie, I would say that I'm past that.

Peter suggested that he is a strong believer in the importance of ongoing inservice training so has participated in some kind of session every year. He has attended conferences, gone to inservice workshops, and organized inservice sessions for his colleagues, including workshops on anti-racist education delivered by the provincial MCE consultant. However, he has not been able to attend any inservice university courses. The distance from the community to any of the province's universities makes this impossible. Summer courses are not practical given his family obligations. When asked if he had any suggestions for faculties of education in the preparation they provided to ESL teachers, Peter's only comment was that the faculties should provide preservice teachers with experiences in schools where there are large ESL student populations.

Peter shares the same level of concern as other interviewees about the impact of current educational reforms upon ESL programs:

Well, I'm very much afraid there's going to be a negative impact in terms of how we can provide services. The standards testing, that's just going to put up another barrier for kids that we need to make them jump over before they can be a part of our community.

In summary, Peter is supportive of an approach to MCE and ARE that pertains to addressing local student needs in adjusting to a school culture that is different from their home culture. This approach, in its attempt to foster positive relations among cultural groups and increase social harmony, reflects aspects of the *Human Relations* approach to MCE (Sleeter and Grant, 1987, 1988). Peter has had exposure to current MCE and ARE theory through inservice workshops and conferences, but maintains a local focus in implementing them. His own background has provided him with the skill and knowledge he feels are needed to meet the MCE and ARE aspects of his work. Furthermore, although he has undertaken some direct advocacy for students on language and cultural issues, Peter does not feel that he is any more of a leader for MCE/ARE than are other teachers in his school. His overall perspective on the MCE and ARE aspects of his current teaching are summarized in the following quotation:

I guess I can only appreciate our own position here. I do relate closely with this school division and to neighbouring school divisions who are, who often have similar issues to deal with. I think there's a collective concern that we'd like to get on with the job of doing the best we know how and can do. If there are limitations it's not in desire to help, or meet the needs of kids. It's more in a limitation to knowing how for one, and getting the expenses covered.

Conclusion

The interviews give individual teachers a voice in responding to the five research questions of this study. The interviews also suggest that there is as much variation among the teaching situations of ESL teachers as there is in the responses provided to the research questions. Nonetheless, there are some common threads present in the interview comments that suggest some answers for the five main research questions of this study.

The first and most obvious of these threads is that the contexts that ESL teachers work within are extremely important in shaping the beliefs and practices that they undertake in respect to MCE and ARE. This is most important in respect to research questions one and two: *some of the attitudes and beliefs that ESL teachers hold about MCE ARE, and the extent to which ESL teacher attitudes and beliefs about MCE ARE are reflected in their self-reported classroom practices*. Each teacher appears to respond to MCE and ARE in a manner that acknowledges and reflects the reality of their day to day lives and teaching situations. This is not surprising as it is expected that any teacher would interpret new ideas for personal meaning and relevance. The danger of this, though, is that assumptions and beliefs held, both individually and within a community, may go unchallenged.

That teachers' MCE and ARE beliefs reflect their teaching context is clearly seen in the responses of all interviewees. Lou, for example, stated that his MCE and ARE beliefs are profoundly shaped by his minority ethnicity and his worldly travel and work experiences. Shayla and Peter, both in rural settings, stated that their MCE/ARE beliefs

were determined by what they perceive to be relevant to their rural teaching contexts. Because the communities that they work in do not have great ethnic or racial diversity, these teachers do not accept that MCE and ARE are entirely relevant to their situations. Likewise, Barry, the fourth interviewee, demonstrated that his MCE and ARE beliefs parallel those of the “school culture” that he works within. It is interesting to compare his “school culture” and its approach to MCE/ARE with those found in an inner-city school where ESL students may also comprise a significant proportion of the student population. An inner-city school’s student population is likely to be very different from the visa-student population of the international program, and the resources of an inner-city school are quite often limited to conventional provincial and municipal funding. While the international program has tuition money to pay for marketing teams and home-stay coordinators, an inner-city school may be scrambling to be able to fund a single ESL teacher and community liaison officer. While the comparison is extreme, there is no doubt that the “culture” of the schools in question will affect the MCE and ARE beliefs of the teachers who work in them.

Another thread that emerges from the interviews, also relevant to research questions one and two, is that most ESL teachers in Manitoba think that MCE and ARE are about cultural awareness and sensitivity, and the reduction of overt acts of prejudice and racism. While it is clear that most ESL teachers support MCE and ARE in principle, the kind of MCE and ARE that they support reflects the *Human Relations* approach to MCE (Sleeter and Grant, 1987, 1988). This is demonstrated by their concern for the following: establishing positive intergroup relations, strengthening student self-concept,

and increasing school and social harmony. This approach stands in contrast to the questionnaire responses which suggested support for concepts such as challenging institutional forms of racism, a concept more typical of the *Multicultural Education* approach to MCE. The interview data suggests that only the overt, observable forms of discrimination are of concern for ESL teachers.

Yet another thread that emerges from the interviews is that many ESL teachers think that they are doing the best that they can in respect to their MCE/ARE practice. This is stated directly by most of the interviewees. However, as is suggested by the comments made by Shannon, the fifth interviewee, one's "best effort" can be used as a shield against criticism. In a sense, one's best effort is held to be blameless, and serves as both justification for what is done and defence for what may not be done or what is done inappropriately.

The interviews also provided information regarding research question three: *the extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in schools*. Interview data suggests that most ESL teachers do not feel that they are placed in positions of leadership and responsibility for MCE and ARE programs in their schools. This corresponds with the questionnaire data. There are some exceptions to this, of course, but most of the interviewees indicated that they shared responsibility and leadership equally with other teachers in their school. This is encouraging to the extent that it reflects a whole-school approach to MCE and ARE rather than a tendency towards reliance upon the leadership of one or two MCE advocates and leaders within a school.

Research question four inquires about *the extent to which ESL teachers think they are competent to undertake leadership and responsibility for MCE ARE programs in schools*. Comments provided by the interviewees suggest that ESL teachers do think of themselves as competent to undertake such leadership and responsibility. This finding corresponds with the questionnaire data regarding research question four. However, each interviewee identified different knowledge, skills, and abilities as essential for an MCE/ARE oriented approach to ESL, and for general MCE and ARE leadership. What is considered important by one teacher may not be considered so by another. Those skills and abilities that are considered important by individual ESL teachers seem to relate to the teacher's beliefs about MCE and ARE.

All the interviewees stated that they had acquired most of their MCE and ARE skills, knowledge, and abilities through on the job learning. This is of significance to research question five: *ESL teacher perspectives on the effectiveness of preservice and inservice MCE ARE professional development and training initiatives*. It is of note that none of the interviewees spoke highly of existing preservice or inservice MCE and ARE training for ESL teachers. Only two of the interviewees had taken a university course in MCE. It follows that if ESL teachers think so little of the preparedness they derive from preservice and inservice training, then on the job learning will surface as the most important source of training. However, this circumstance suggests that faculties of education and boards of education may have fallen short in efforts to expose ESL teachers to MCE and ARE theory and practice in a manner that successfully challenges personally and locally held beliefs. The consequences of this are compounded by the

tendency of many ESL teachers to shift into the TESL field in mid-career, without specific TESL training or certification. The result is that most ESL teachers have little or no TESL training and may also have little or no MCE and ARE training if it was not a component of their preservice studies. It is possible that ESL teachers' MCE and ARE beliefs remain consistent with the types of MCE and ARE that were considered current at the time of certification of those teachers. Were a study undertaken that substantiated this, it would suggest the failing or absence of inservice training for MCE and ARE.

The final thread apparent from the interviews is that Manitoba ESL teachers are being impacted upon by current provincial educational reforms, and that these impacts are perceived to be effecting MCE and ARE practices. Nearly every interviewee commented that there was a reduction in the amount of ESL services provided in their school. As a result, the ESL teachers who remain face an increased workload and are thus unable to meet all of the expectations placed upon them, including adequate MCE and ARE provision. This thread indicates the need to revisit the suggestion that ESL teachers' believe they are doing the best that they can. If ESL teachers feel that their work is being undermined by current educational reforms, perhaps they are, in fact, doing the best that they can with the resources being provided, and are unable to do better, even if expected to, without the provision of more support. In this context, doctrinaire MCE and ARE may well be perceived as impositions from external sources.

In conclusion then, the interviews have provided voice in responding to each of the five research questions of this study. While the resulting threads do not represent the perceptions of each and every ESL teacher in Manitoba K-12 schools, they do provide an

indication of some of the current MCE and ARE beliefs and practices among this population. The questionnaire has provided an overview of some of the MCE/ARE perceptions of Manitoba ESL teachers, and has also allowed for distinctions to be made between the responses of various groups within the population of ESL teachers, whereas the interviews have provided a more in-depth look at the beliefs and practices of individual ESL teachers. Both questionnaire and interview data contribute to answering the five research questions of this study. It is to these answers that the thesis will now turn, in the following chapter of conclusions and recommendations.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

This study began with an underlying assumption that Manitoba K-12 ESL teachers function in a complex and at times contradictory context defined by tensions between their individual duties as language teachers and their collective function as a significant element in the province's commitment to multicultural education and educational equity. These tensions were felt to contribute to a disparity between the MCE and ARE beliefs and practices of ESL teachers, and the goals and objectives of MCE and ARE espoused by current academic literature and provincial education policy. Using ESL teacher responses obtained from questionnaire and interview data, the study sought answers to five research questions that concerned:

- 1) Some of the attitudes and beliefs that ESL teachers hold about MCE/ARE
- 2) The extent to which ESL teacher attitudes and beliefs about MCE/ARE are reflected in their self-reported classroom practices
- 3) The extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE/ARE programs in schools
- 4) The extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE/ARE programs in schools
- 5) ESL teacher perspectives on the effectiveness of preservice and inservice MCE/ARE professional development and training initiatives

In addition to yielding answers to the five research questions, the study generated several incidental findings that provide some explanation for the answers to the five research

questions. The following sections summarize all pertinent findings and suggest answers to the research questions. Recommendations resulting from these findings are also provided.

Population

The study determined several characteristics of the Manitoba K-12 ESL teacher population that are important in suggesting answers to the research questions of this study. First among these is that the population is difficult to define and establish. Identifying and locating participants for this study revealed that there are no agreed upon characteristics, qualifications, nor certification that define who an ESL teacher is in Manitoba. Secondly, the majority of ESL teachers in Manitoba have made a mid-career shift into TESL after several years of other types of teaching. Most ESL teachers have more than 15 years of overall teaching experience but less than 10 years of TESL experience. Thirdly, and associated with the second point, is that most ESL teachers in Manitoba have little or no university training in TESL nor in MCE and ARE. Most Manitoba ESL teachers hold B. Ed. degrees with some inservice training in TESL as their highest qualification, suggesting that the mid-career shift that most ESL teachers made was not accompanied by relevant training and professional development. And finally, the majority of ESL teachers in Manitoba are white females working at elementary schools in Winnipeg.

Answer to Research Question One: *Some of the attitudes and beliefs that ESL teachers hold about MCE ARE*

With regard to the attitudes and beliefs that Manitoba K-12 ESL teachers hold about MCE and ARE, the data from this study suggests that Manitoba ESL teachers express a good deal of support for the principles of MCE and ARE. Yet when probed at a deeper level, the data reveals that MCE is generally thought to be about creating cultural awareness and sensitivity, and that ARE is thought to be about eliminating overt acts of racism and prejudice. Using the five approaches to MCE identified by Sleeter and Grant (1987, 1988), the beliefs of Manitoba ESL teachers are best characterized by the *Human Relations* approach.

It was also determined that there is some variation in the types of MCE and ARE beliefs held. Female ESL teachers appear to be more likely than their male colleagues to support the integration of MCE and ARE issues throughout the school curriculum. Other data suggests that despite their expressions of support for the principles of MCE and ARE, many ESL teachers qualify this support by stating that there are limitations to the relevancy of MCE and ARE for their teaching circumstances. For example, ESL teachers who work in urban areas are more likely than those who work in rural areas to view ARE as being relevant to their teaching situation.

Answer to Research Question Two: *The extent to which ESL teacher attitudes and beliefs about MCE ARE are reflected in their self-reported classroom practices*

The kinds of MCE and ARE beliefs held by Manitoba K-12 ESL teachers influence the kinds of MCE and ARE practices that they undertake in their classrooms. To this extent, most of the MCE and ARE practices reflect the *Human Relations*

approach, focusing on sharing cultural differences between the various groups represented in classrooms, describing aspects of various cultural groups, and encouraging behaviours which foster cooperation and harmony between different cultural groups. Much of the MCE and ARE practice reflects the fact that a teacher's professional context is significant to the types of MCE/ARE beliefs that he or she holds. Thus, individual teachers tend to focus on issues and activities that they feel are relevant for the students they teach.

Answer to Research Question Three: *The extent to which ESL teachers think they are placed in positions of leadership and responsibility for MCE ARE programs in schools*

The study provided an indication that the majority of Manitoba ESL teachers are not in leadership positions for MCE and ARE practices and programs in their schools. In many cases, however, ESL teachers work as part of a team or group of teachers and administrators who undertake shared responsibility for MCE and ARE programs in their schools. Where team-based leadership exists, there is likely a whole-school approach to MCE and ARE and possibly a school plan that incorporates MCE and ARE into the school's objectives. Other teachers, though, provide no indication of such involvement, nor of the presence of any other form of MCE and ARE leadership in their schools.

Answer to Research Question Four: *The extent to which ESL teachers think they are professionally competent to undertake leadership and responsibility for MCE ARE programs in schools*

The study indicated that most Manitoba K-12 ESL teachers, particularly those with more than 10 years of TESL experience, think they are professionally competent to

undertake leadership and responsibility for MCE and ARE programs in schools. This is interesting in light of the fact that most ESL teachers report that they are not in leadership roles. However, their perceptions of competence are bound up in their MCE and ARE beliefs and practices. Keeping in mind the contextual nature of such beliefs and practices, it is important to recognize that a perception of competence can be interpreted as an indication that the teacher feels capable of doing what he or she thinks is appropriate. Thus, each teacher's perception of competence for leadership is linked to a set of knowledge, skills, and abilities that he or she views as important, and which might be different for every teacher. This contributes to the finding that ESL teachers in Manitoba also feel competent to deliver ESL instruction from an MCE and ARE perspective.

Answer to Research Question Five: *ESL teacher perspectives on the effectiveness of preservice and inservice MCE ARE professional development and training initiatives*

The study determined that the majority of Manitoba K-12 ESL teachers do not feel that current preservice and inservice MCE and ARE professional development and training initiatives are effective. Most ESL teachers indicate that their most significant and relevant professional development entailed learning on the job. This is a critical finding in light of the lack of training that most ESL teachers report. Given the mid-career shift to TESL that most ESL teachers made, the lack of training indicates that these teachers had to learn on the job. Furthermore, the contextual nature of MCE and ARE beliefs and practices suggests that any preservice or inservice training that fails to meet the perceived criteria for personal relevancy will be discredited in favour of that

which does. The responses in this study thus suggest that very little preservice and inservice training in MCE and ARE has met the relevancy criteria of most ESL teachers.

Other Findings

A significant additional finding of the study is that current provincial educational reforms are perceived to be having a negative impact upon ESL instruction and the delivery of MCE and ARE. Fiscal aspects of current reforms have resulted in the lay off of many ESL teachers and an increased work load for those who remain. This has resulted in a perceived reduction in the quality of teaching provided to individual ESL students as well as a decreased concern for additional teacher responsibilities such as MCE and ARE.

Conclusion

The findings of this study have been significantly influenced by the fact that most ESL teachers in Manitoba have made a mid-career shift into TESL which was accompanied by little or no associated training in either TESL theory and practice or MCE/ARE theory and practice. Given this scenario, it follows that most ESL teachers view their on-the-job experience as the most significant and valid form of professional development that they have received regarding MCE and ARE. It is no surprise, then, that Manitoba ESL teachers' beliefs and attitudes about MCE/ARE reflect concepts that they perceive to be important and relevant for their teaching situations. In most cases, this results in a "common sense" focus on establishing positive intergroup relations and

reducing the occurrence of overt acts of racism.

However, a “common-sense” approach to MCE and ARE may not reflect many of the goals and objectives proposed in many academic conceptions of MCE and ARE, nor the goals and objectives of provincial MCE policy. Additionally, such an approach may not reflect the needs or priorities of minority students: most Manitoba ESL teachers are members of the majority white culture, so their perceptions of MCE/ARE needs and priorities may not coincide with, reflect, or acknowledge the needs and priorities perceived by minority students and their parents. Despite the status of ESL instruction as an important element of the province’s MCE strategy, such instruction is unlikely to be fully effective in contributing to the province’s MCE objectives if individual ESL teachers do not understand the contribution that their instruction is intended to make to the broader MCE agenda.

ESL teachers who do engage with current MCE and ARE theory may begin to understand the connection between their own instruction and broader MCE/ARE objectives, and may also make connections between their own teaching practices and what were previously considered to be irrelevant aspects of MCE and ARE theory. It is therefore a challenge to Manitoba Education and Training, school boards, faculties of education, and MCE/ARE advocates, to bring MCE and ARE theory and practice to inservice and preservice ESL teachers in a manner that challenges their current beliefs and practices, makes a connection between their classroom instruction and broader MCE and ARE objectives and goals, and emphasizes the relevance of various alternative approaches to MCE and ARE for all TESL professionals.

Recommendations

The following recommendations arise from this study:

- 1) It remains a challenge to Manitoba Education and Training to provide defining characteristics of the TESL profession so that teachers can be identified as such for the purposes of targeting specific training and professional development initiatives.
- 2) Manitoba Education and Training should clearly define its commitment to ESL instruction in Manitoba, and to the professionalization of ESL teachers, by specifying qualifications required for all ESL specialist teachers.
- 3) Given the prevalence of ESL students in Manitoba classrooms, it is also pertinent to require some level of minimum ESL qualifications for all teachers.
- 4) It is important that Manitoba Education and Training specify preservice and inservice MCE/ARE training requirements for ESL teachers. If ESL instruction is to continue to serve as an aspect of the province's MCE program, it follows that individual ESL teachers must have some awareness of MCE and ARE objectives in order for this strategy to be effective.
- 5) In support of the fifth recommendation, the effectiveness of various MCE and ARE inservice training activities need be determined in order to establish an approach to delivering effective inservice training for ESL teachers.
- 6) Furthermore, faculties of education, in their training of preservice ESL teachers, should incorporate course or project work that exposes preservice ESL teachers to MCE and ARE theory and practice, and that explores the relationship between MCE/ARE and the role of ESL instruction.
- 7) It is also recommended that faculties of education recognize the unique nature of rural ESL instruction in Manitoba, and incorporate the needs of rural ESL teachers into course offerings.

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APPENDIX A
Ethics Approval Form
Letter of Permission to Modify Copyright Research Instruments



Faculty of Education ETHICS APPROVAL FORM

To be completed by the applicant:

Title of Study:

A Survey of Manitoba K-12 ESL Teachers' Perspectives on Multicultural Education and
Anti-Racist Education.

Name of Principal Investigator(s) (please print):

Tim MacKay

Name of Thesis/Dissertation Advisor or Course Instructor (if Principal Investigator is a student) (please print):

Dr. Richard Kidd

I/We, the undersigned, agree to abide by the University of Manitoba's ethical standards and guidelines for research involving human subjects, and agree to carry out the study named above as described in the Ethics Review Application.

Signature of Thesis/Dissertation Advisor or Course Instructor
(if required)

Signature(s) of Principal Investigator(s)

To be completed by the Research and Ethics Committee:

This is to certify that the Faculty of Education Research and Ethics Committee has reviewed the proposed study named above and has concluded that it conforms with the University of Manitoba's ethical standards and guidelines for research involving human subjects.

Zana Lutfiyya

April 29, 1997

Name of Research and Ethics
Committee Chairperson

Date

Signature of Research and Ethics
Committee Chairperson

Tim MacKay

From: Patrick Solomon <psolomon@EDU.YorkU.CA>
To: ummack32@cc.UManitoba.CA
Subject: Re: Teacher Survey on Multicultural and Anti-Racist Education
Date: February 5, 1997 13:10 PM

I'm very pleased to hear that a graduate student plans to do follow-up work to my national study. At what level are you working? Jon Young has been one of my best allies in this area of research, and will be an excellent mentor for you.

Yes, you have my permission to modify my instruments. The only stipulation is that you acknowledge their source since they are copyrighted. Of course, I'd like to see your revised versions.

I use the results of this report in my work with ESL teachers. Beyond the language component of ESL teaching, I find the more critical issue to be the Socio-cultural component. Much work is needed in this area. In addition to the 1994 Report, two critical pieces have been published in The Alberta Journal of Educational Research, 42, (1) 19-33, 1996, and The Canadian Review of Sociology and Anthropology, 33, (3), 337-359, 1996.

The Report is being revised and supplemented for publication in the US, so this is an opportune moment for new scholars to join the debate. Good luck.

Patrick

APPENDIX B
Questionnaire Package:
Cover Letter
Questionnaire
Request for Personal Interview
Follow-up Letter

Tim MacKay
c/o Faculty of Education, C.H.S.S.
University of Manitoba
Winnipeg, Manitoba, R3T 2N2
(204) 474-0965
Fax: (204) 284-3114
e-mail: ummack32@cc.umanitoba.ca

A Survey of Manitoba K-12 ESL Teachers' Perspectives on Multicultural Education and Anti-Racist Education

May 1, 1997

Dear ESL Teacher,

I am writing to request your participation in a province-wide research project that will study Manitoba K-12 public school ESL teachers' perceptions and responses to multicultural education (MCE) and anti-racist education (ARE) policy and practice. This research is being conducted for my Master of Education thesis at the University of Manitoba.

You are being asked to provide answers to a series of questions about several aspects of MCE and ARE as they pertain to ESL teaching in Manitoba. In addition to questions about your attitude and experiences with MCE/ARE, you will also be asked about professional development (PD) issues in relation to MCE and ARE.

The questionnaire is composed of 55 statements, each of which requires a response using a five-point scale ranging from strongly agree to strongly disagree. In addition, there are a few demographic questions at the beginning of the questionnaire. An open response question is provided on the last page which will allow you to provide additional information you feel important to include with your responses. A separate mail in sheet is also included in the survey package should you wish to identify yourself as a candidate for a personal interview with the researcher. The questionnaire should take approximately 30 minutes to complete. Please complete the questionnaire and return it in the enclosed envelope **NO LATER THAN JUNE 5, 1997.**

Please be assured that you are an anonymous respondent. The questionnaire has no features that would allow the researcher to identify you. You should also be aware that your participation is entirely voluntary.

The research findings of this survey should be completed by April of 1998 and will be made available at that time, through the address above. I welcome the interest of survey participants in this work. Additional information about the study can be obtained from the researcher at the address above, or from my advisor, Professor Richard Kidd at 474-9045.

Thank you for your involvement in this study.

Tim MacKay

1 Agree Strongly	2 Agree	3 Ambivalent	4 Disagree	5 Disagree Strongly
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1. The goal of multicultural education (MCE) is to encourage respect for a diversity of cultural traditions.	1	2	3	4	5
2. The goal of multicultural education (MCE) is to include diverse cultural norms, values, and traditions as part of the mainstream curriculum.	1	2	3	4	5
3. The goal of anti-racist education (ARE) is to change individual behaviours and attitudes that reinforce racism.	1	2	3	4	5
4. The goal of anti-racist education (ARE) is to change institutional policies and practices that perpetuate racism.	1	2	3	4	5
5. My Board's MCE and ARE policies have been fully implemented in my school.	1	2	3	4	5
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	1	2	3	4	5
7. I provide ways for students of diverse racial and ethnic groups to connect their lives and personal experiences to classroom topics.	1	2	3	4	5
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	1	2	3	4	5
9. ESL teachers should be advocates for MCE and ARE.	1	2	3	4	5
10. Classroom experience is more crucial than in-service training in gaining an understanding of racial/ethnic diversity.	1	2	3	4	5
11. I have the competence to teach ESL from an MCE perspective.	1	2	3	4	5
12. The term "anti-racism" should be replaced because it is negative.	1	2	3	4	5
13. It is important to ensure that school symbols, songs, decorations, logos, and celebrations reflect the racial/ethnic diversity of the school population.	1	2	3	4	5
14. ARE lowers the quality of education.	1	2	3	4	5

1 Agree Strongly	2 Agree	3 Ambivalent	4 Disagree	5 Disagree Strongly
---------------------	------------	-----------------	---------------	------------------------

15. I encourage input from parents even when I anticipate that disagreement is possible in my interactions with them.	1	2	3	4	5
16. My approach to MCE is to enrich my curriculum with units about racially/ethnically diverse groups.	1	2	3	4	5
17. It is important to ensure that ESL teachers involve parents or guardians from racial/ethnic minority groups in school and classroom-related activities.	1	2	3	4	5
18. The implementation of MCE and ARE policies is given sufficient resources in my school.	1	2	3	4	5
19. ARE should be integrated into all subjects.	1	2	3	4	5
20. Assessment procedures should emphasize the evaluation of students' general performance, interests, and teacher observations, rather than single test scores.	1	2	3	4	5
21. MCE is irrelevant to my personal teaching situation.	1	2	3	4	5
22. I have the skills and knowledge needed to lead MCE and ARE practices in my school.	1	2	3	4	5
23. MCE and ARE do not address the realities of school life such as classroom management.	1	2	3	4	5
24. ESL teachers should be required to participate in professional development programs devoted to MCE/ARE.	1	2	3	4	5
25. In-service training for ESL teachers is achieving its goal of providing awareness, knowledge, and skills to work effectively in MCE and ARE.	1	2	3	4	5
26. It is important to empower students to become activists in working for social justice in their school and community.	1	2	3	4	5
27. ARE should be an integral part of effective ESL instruction.	1	2	3	4	5

1	2	3	4	5
Agree Strongly	Agree	Ambivalent	Disagree	Disagree Strongly

28. Faculties of education in their pre-service and in-service programs should take more responsibility for changing ESL teacher behaviours and attitudes that reinforce racism.	1	2	3	4	5
29. I have the skills and knowledge needed to help other teachers practice MCE and ARE.	1	2	3	4	5
30. I have the competence to teach ESL from an ARE perspective.	1	2	3	4	5
31. ARE elicits issues that are too sensitive for the classroom.	1	2	3	4	5
32. Multiculturalism and anti-racism alienate the dominant (white) groups in society.	1	2	3	4	5
33. ARE over-emphasizes student differences at the expense of their similarities.	1	2	3	4	5
34. I believe it is important to integrate into the curriculum a variety of resources which are multicultural and multiracial.	1	2	3	4	5
35. I teach that racial and ethnic diversity in the classroom is desirable.	1	2	3	4	5
36. Faculties of education should prepare their pre-service and in-service ESL teachers to change institutional policies and practices which are discriminatory.	1	2	3	4	5
37. Teachers in my school regularly seek my input in addressing racial and ethnic matters in their classrooms.	1	2	3	4	5
38. Resistance to MCE and ARE policies is evident in my school.	1	2	3	4	5
39. MCE and ARE are just another fashionable curriculum initiative.	1	2	3	4	5
40. Christmas celebrations are threatened by other cultural traditions.	1	2	3	4	5
41. Students of racial/ethnic minority groups need literacy and numeracy skills more that they need MCE and ARE.	1	2	3	4	5
42. I approach other teachers in my school to discuss the racial and ethnic matters of their classrooms.	1	2	3	4	5

43. The MCE and ARE policies of my Board are generally supported by educators in my school.	1	2	3	4	5
44. MCE and ARE usually result in "reverse discrimination."	1	2	3	4	5
45. I am "colour-blind" when it comes to working with students of diverse racial groups.	1	2	3	4	5
46. ARE is irrelevant to my personal teaching situation.	1	2	3	4	5
47. I am often placed in a position of leadership for MCE and ARE practices within my school.	1	2	3	4	5
48. MCE lowers the quality of education.	1	2	3	4	5
49. Faculties of education should be doing more to prepare pre-service and in-service ESL teachers for the realities of racial/ethnic diversity in the classroom.	1	2	3	4	5
50. Provincial regulations should require ESL teachers to have special certification.	1	2	3	4	5
51. Effective language instruction can occur within a MCE/ARE context.	1	2	3	4	5
52. ARE is necessary only in schools in which there is great racial/ethnic diversity.	1	2	3	4	5
53. There is nothing to gain by distinguishing ARE from MCE.	1	2	3	4	5
54. MCE and ARE in-service training should be mandatory in my school board.	1	2	3	4	5
55. MCE and ARE objectives are secondary to language objectives in an ESL teaching situation.	1	2	3	4	5

FOLLOW-UP INTERVIEW

To gain further insight into ESL teacher perspectives on MCE and ARE , the survey findings are being supplemented by conducting personal and confidential interviews. The interviews will take approximately one to two hours and will be audiotaped. The tapes will be transcribed with all identifying characteristics removed. After transcription the tapes will be destroyed. If you would like to participate further in this research and thus have greater influence on its findings, please complete the form below. The researcher will contact you to arrange an interview for a time most convenient for you. Interviews will be held in the Fall of 1997.

To submit, please complete this sheet and seal it in the unmarked envelope included in this survey package. Then, enclose the unmarked envelope along with your completed questionnaire in the addressed envelope and mail it to the researcher. I assure you of the anonymity of your questionnaire as the unmarked envelope will be separated from the questionnaire immediately upon receiving it and will be opened at a later time. No attempt will be made to associate you with your anonymous questionnaire.

Name: _____

Phone number: (day) _____

(evening) _____

Grade/s currently teaching: _____

Urban or Rural school? _____

Years of teaching experience: _____

Years of ESL teaching experience: _____

Sex: M F

Heritage/Ethnicity (e.g. Italian-Canadian): _____

*Tim MacKay
c/o Faculty of Education; C.H.S.S.
University of Manitoba
Winnipeg, Manitoba, R3T 2N2
Phone: 474-0965 / Fax: 284-3114
e-mail: ummack32@cc.umanitoba.ca*

This survey adapted with permission from
Responses to Multicultural and Anti-Racist Education Survey by R. P. Solomon © 1993.

Tim MacKay
c/o Faculty of Education; C.H.S.S.
University of Manitoba
Winnipeg, Manitoba, R3T 2N2
(204) 474-0965
Fax: (204) 284-3114
e-mail: ummack32@cc.umanitoba.ca

A Survey of Manitoba K-12 ESL Teachers' Perspectives on Multicultural Education and Anti-Racist Education

May 20, 1997

Dear ESL Teacher,

I am writing to thank you for your recent participation in the survey of Manitoba K-12 public school ESL teachers' perceptions and responses to multicultural education (MCE) and anti-racist education (ARE). Your participation will not only help in the successful completion of this Master of Education thesis study, it will also contribute to the body of professional literature related to ESL teacher training and professional development.

If you have not yet responded to the survey package you received, I encourage you to please do so as soon as possible. As in all survey research, the accuracy of my findings can only be assured through the full participation of all teachers asked to respond.

Thank you for your involvement in this study.

Tim MacKay

APPENDIX C
Interview Consent Form
List of Interview Questions

Tim MacKay
c/o Faculty of Education; C.H.S.S.
University of Manitoba
Winnipeg, Manitoba, R3T 2N2
(204) 275-2447
Fax:(204) 284-3114
e-mail: ummack32@cc.umanitoba.ca

A Survey of Manitoba K-12 ESL Teachers' Perspectives on Multicultural Education and Anti-Racist Education

Letter of Consent For Teacher Interview

Dear ESL Teacher:

Thank you for taking the time to complete the survey questionnaire and for identifying yourself as a candidate for a personal interview. As you are now aware from your participation in the questionnaire, this study is concerned with Manitoba K-12 public school ESL teachers' perceptions and responses to multicultural education (MCE) and anti-racist education (ARE) policy and practice. This research is being conducted for my Master of Education thesis at the University of Manitoba.

As an interview respondent you will be asked questions similar to those in the questionnaire, but with greater focus. You will also be able to elaborate on your responses and therefore contribute more substantially to the findings of the survey. All information that you provide will be kept confidential. I will not use your name, the name of your school, or any other identifying characteristics in reporting any of the findings in this study. The report of findings will focus on any themes and points of interest that emerge in comparing interview data with that obtained from the questionnaires. Direct quotations from the interviews will be used in the report but all identifying features will be removed beforehand. The interviews will take approximately one to two hours, and will be audio-taped. After the tapes have been transcribed they will be destroyed. If you wish to withdraw from the study during the interview or at any time during the course of the study, you are free to do so without penalty. Should this become the case, all interview information that you have provided will be deleted from the study.

The research findings of this survey should be completed by April of 1998 and will be made available at that time, through the address above. I welcome the interest of survey participants in this work. Additional information about the study can be obtained from the researcher at the address above, or from my advisor, Professor Richard Kidd at 474-9045.

If you agree to these conditions and are willing to participate, please sign below.

Thank you for your involvement in this study.

Tim MacKay

Signature of Consent

Date

Signature of Researcher

Date

INTERVIEW QUESTIONS

1. Tell me about the racial and ethnic diversity of your class(es).
2. What issues do you deal with day-to-day as a result of this diversity? And the school?
3. Why do these issues arise?
4. There is a range of beliefs and practices that is all called MCE and ARE, from simple celebration and festival type activities to an agenda of social justice and social reconstruction. Where do you think your beliefs fit in this range?
5. What distinction do you make between MCE and ARE? (+ consequences of them?)
6. What forms of MCE and ARE do you practise in your classroom? Do you think it is important to connect MCE/ARE in the classroom with the lives and personal experiences of the students? Why?
7. What kind of awareness, knowledge and skills does an ESL teacher need to be competent to teach from a MCE and ARE perspective? Do you feel you have this competency?
8. What role should racial and ethnic communities play in policy development and implementation? To what extent have you included them in classroom practice?
9. What support do you get for implementing MCE/ARE (administrative, personal, personnel, material resources)?
10. In many cases ESL teachers are asked to assume responsibility and leadership for MCE and ARE programs within their schools. How would you describe your level of responsibility for MCE and ARE in your school? Do school administrators and other teachers consult you regarding MCE and ARE issues in their classrooms and in the school?
11. Do you feel professionally capable and competent to handle this responsibility? Why or why not?
12. What kind of PD programs have you participated in devoted to MCE/ARE ? What was their form, content and frequency? Were they effective? Why/not?
13. What role should Faculties of Education play in preparing ESL teachers for working with racial/ethnic diversity in schools?

14. To what extent can/should teacher education change attitudes and beliefs that are counterproductive to educational equity? To social equity in general?
15. What are some of your suggestions for ensuring educational equity for all groups in your school? And any other issues discussed?
16. Can you describe how current educational reform taking place in Manitoba has affected your ESL and MCE/ARE practice and advocacy? By reform I am talking about new curriculum, standards testing, and restructured funding.

APPENDIX D
Additional Tables

Table A1

ESL Teachers' Questionnaire Responses to
MCE and ARE Other School Practices by School Location

Item	% Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	32.6	19.0	13.6	2.05	2.05	0.0
20. Assessment procedures should emphasize the evaluation of students' general performance, interests, and teacher observations, rather than single test scores.	58.1	38.1	20.0	1.51	1.65	0.14
	<u>% Disagree/Disagree Strongly</u>					
40. Christmas celebrations are threatened by other cultural traditions.	74.4	52.4	22.0	3.95	3.30	0.65
		<i>Average</i>	<u>18.5</u>		<i>Average</i>	<u>0.26</u>

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A2

ESL Teachers' Questionnaire Responses to
MCE and ARE Competence by School Location

Item	% Agree Strongly			Mean Response*		
	Large Urban >35,000	Small Urban & Rural	Difference	Large Urban >35,000	Small Urban & Rural	Difference
11. I have the competence to teach ESL from an MCE perspective.	30.2	19.0	11.2	2.05	2.21	0.16
	<u>% Agree/Agree Strongly</u>					
22. I have the skills and knowledge needed to lead MCE and ARE practices in my school.	62.8	42.9	19.9	2.49	2.65	0.16
29. I have the skills and knowledge needed to help other teachers practice MCE and ARE.	60.5	42.9	17.6	2.44	2.74	0.30
30. I have the competence to teach ESL from an ARE perspective.	72.1	52.4	19.7	2.16	2.42	0.26
	<i>Average</i>			<i>Average</i>		
	17.1			0.22		

(* Based on the questionnaire choices: 1 - Agree Strongly, 3 - Ambivalent, 5 - Disagree Strongly)

Table A3

ESL Teachers' Questionnaire Responses to
MCE and ARE Qualifications and Skills by Respondent Gender

Item	% Agree/Agree Strongly			Mean Response*		
	Male	Female	Difference	Male	Female	Difference
24. ESL teachers should be required to participate in professional development programs devoted to MCE/ARE.	35.3	66.0	30.7	2.65	2.24	0.41
50. Provincial regulations should require ESL teachers to have special certification.	11.8	44.7	32.9	3.12	2.70	0.42
	<i>Average</i>		31.8	<i>Average</i>		0.41

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A4

ESL Teachers' Questionnaire Responses to
MCE and ARE Pedagogy by Grade Level

Item	% Disagree Strongly			Mean Response*		
	Elem.	Sec.	Difference	Elem.	Sec.	Difference
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	43.2	66.7	23.5	4.39	4.46	0.07
14. ARE lowers the quality of education.	32.4	54.2	21.8	4.17	4.29	0.12
21. MCE is irrelevant to my personal teaching situation.	48.6	58.3	9.7	4.33	4.43	0.10
48. MCE lowers the quality of education.	29.7	50.0	20.3	4.26	4.33	0.07
52. ARE is necessary only in schools in which there is great ethnic/racial diversity.	27.0	54.2	27.2	4.29	4.46	0.17
	<u>% Disagree/Disagree Strongly</u>					
41. Students of racial/ethnic minority groups need literacy and numeracy skills more than they need MCE and ARE.	40.5	41.7	1.2	3.14	3.21	0.07
44. MCE and ARE usually result in "reverse discrimination."	59.5	66.7	7.2	3.53	3.75	0.22
45. I am "colour-blind" when it comes to working with students of diverse racial groups.	21.6	33.3	11.7	2.20	2.50	0.30
53. There is nothing to gain by distinguishing ARE from MCE.	51.4	33.3	-18.1	3.47	3.33	-0.14
			<u>Average</u>		<u>Average</u>	
			11.6		0.14	

(* Based on the questionnaire choices: 1 - Agree Strongly, 3 - Ambivalent, 5 = Disagree Strongly)

Table A5

Percentage of ESL Teachers' Questionnaire Responses to
Integrated ESL and MCE/ARE Instruction by Grade Level

Item	% Agree/Agree Strongly			Mean Response*		
	Elem.	Sec.	Difference	Elem.	Sec.	Difference
27. ARE should be an integral part of effective ESL instruction.	70.3	79.2	8.9	2.24	1.87	0.37
51. Effective language instruction can occur within a MCE/ARE context.	67.6	91.7	24.1	2.19	1.71	0.48
55 MCE and ARE objectives are secondary to language objectives in an ESL teaching situation.	27.0	25.0	2.0	3.22	3.21	0.01
	<i>Average</i>		11.7	<i>Average</i>		0.29

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A6

ESL Teachers' Questionnaire Responses to
MCE and ARE Other School Practices by Grade Level

Item	% Agree Strongly			Mean Response*		
	Elem.	Sec.	Difference	Elem.	Sec.	Difference
8. Multiracial and multicultural educational concerns are an integral part of my school discussions and interactions.	21.6	33.3	11.7	2.11	2.04	0.07
20. Assessment procedures should emphasize the evaluation of students' general performance, interests, and teacher observations, rather than single test scores.	43.2	58.3	15.1	1.64	1.50	0.14
	<u>% Disagree/Disagree Strongly</u>					
40. Christmas celebrations are threatened by other cultural traditions.	64.9	70.8	5.9	3.69	3.88	0.19
	<i>Average</i>		<u>10.9</u>	<i>Average</i>		<u>0.13</u>

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A7

ESL Teachers' Questionnaire Responses to the Goals of
MCE and ARE by ESL Teaching Qualifications

Item	% Agree Strongly			Mean Response*		
	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference
1. The goal of multicultural education (MCE) is to encourage respect for a diversity of cultural traditions.	65.7	76.9	11.2	1.37	1.27	0.10
2. The goal of multicultural education (MCE) is to include diverse cultural norms, values, and traditions as part of the mainstream curriculum.	34.3	46.2	11.9	1.77	1.65	0.12
3. The goal of anti-racist education (ARE) is to change individual behaviours and attitudes that reinforce racism.	48.6	50.0	1.4	1.59	1.65	-0.06
4. The goal of anti-racist education (ARE) is to change institutional policies and practices that perpetuate racism.	37.1	57.7	20.6	1.88	2.62	-0.74
			<i>Average</i> 11.3		<i>Average</i> -0.15	

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A8

**ESL Teachers' Questionnaire Responses to
MCE and ARE Pedagogy by ESL Teaching Qualifications**

Item	% Disagree Strongly			Mean Response*		
	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference
6. MCE is necessary only in schools in which there is great racial/ethnic diversity.	42.9	69.2	26.3	4.29	4.62	0.33
14. ARE lowers the quality of education.	34.3	50.0	15.7	4.15	4.31	0.16
21. MCE is irrelevant to my personal teaching situation.	42.9	61.5	18.6	4.30	4.38	0.08
48. MCE lowers the quality of education.	28.6	50.0	21.4	4.21	4.40	0.19
52. ARE is necessary only in schools in which there is great ethnic/racial diversity.	37.1	42.3	5.2	4.35	4.40	0.05
	<u>% Disagree/Disagree Strongly</u>					
41. Students of racial/ethnic minority groups need literacy and numeracy skills more than they need MCE and ARE.	31.4	53.8	22.4	2.91	3.50	0.59
44. MCE and ARE usually result in "reverse discrimination."	51.4	76.9	25.5	3.45	3.88	0.43
45. I am "colour-blind" when it comes to working with students of diverse racial groups.	22.9	34.6	11.7	2.24	2.50	0.26
53. There is nothing to gain by distinguishing ARE from MCE.	40.0	53.8	13.8	3.34	3.60	0.26
	<i>Average</i>		17.8	<i>Average</i>		0.26

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

Table A9

ESL Teachers' Questionnaire Responses to
MCE and ARE Advocacy by ESL Teaching Qualifications

Item	% Agree Strongly			Mean Response*		
	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference
9. ESL teachers should be advocates for MCE and ARE.	37.1	50.0	12.9	1.89	1.62	0.27
	<u>% Agree/Agree Strongly</u>					
42. I approach other teachers in my school to discuss the racial and ethnic matters of their classrooms.	31.4	46.2	14.8	3.12	2.73	0.39
			<u>Average</u>		<u>Average</u>	
			13.9		0.33	

(* Based on the questionnaire choices: 1 - Agree Strongly, 3 - Ambivalent, 5 - Disagree Strongly)

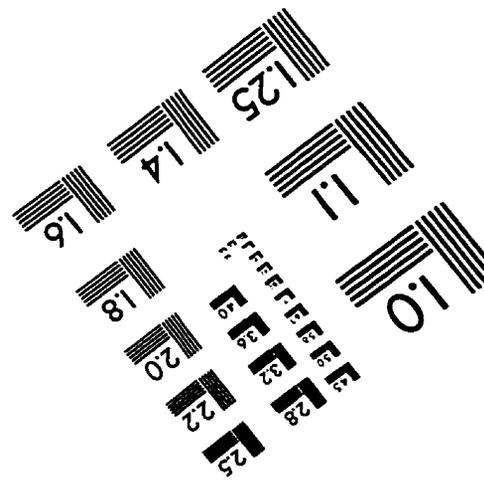
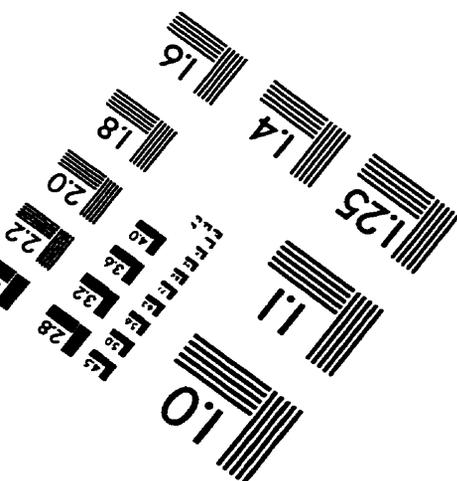
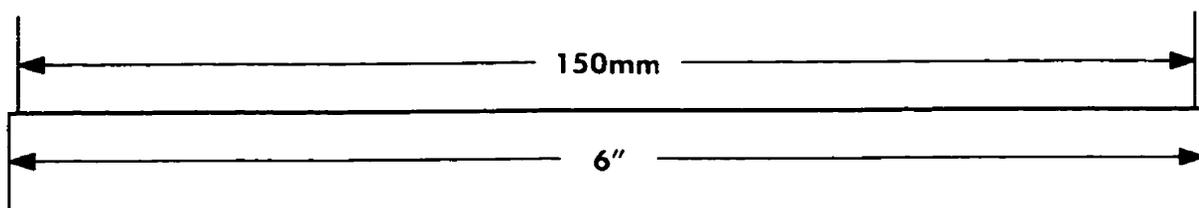
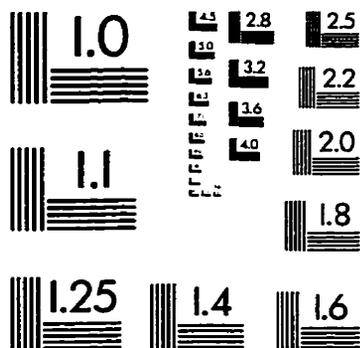
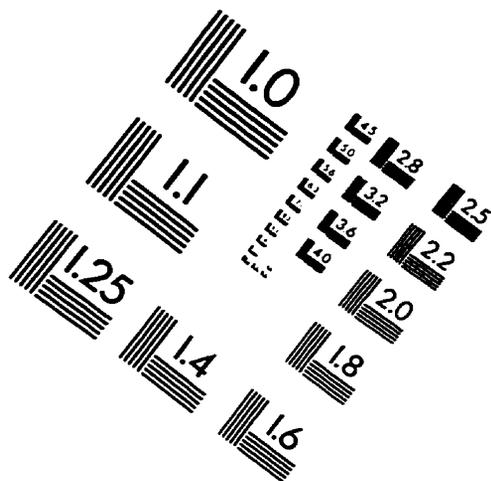
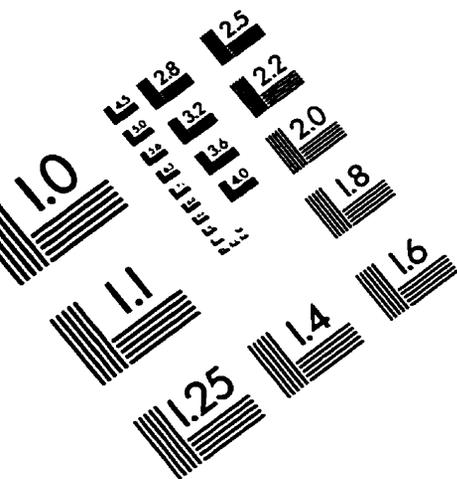
Table A10

ESL Teachers' Questionnaire Responses to
MCE and ARE Competence by ESL Teaching Qualifications

Item	% Agree Strongly			Mean Response*		
	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference	B. Ed./ B. Ed & In- Service	Post B. Ed. Courses	Difference
11. I have the competence to teach ESL from an MCE perspective.	25.7	26.9	1.2	2.12	2.12	0.0
	<u>% Agree/Agree Strongly</u>					
22. I have the skills and knowledge needed to lead MCE and ARE practices in my school.	48.6	65.4	16.8	2.71	2.31	0.40
29. I have the skills and knowledge needed to help other teachers practice MCE and ARE.	51.4	61.5	10.1	2.65	2.36	0.29
30. I have the competence to teach ESL from an ARE perspective.	60.0	73.1	13.1	2.32	2.16	0.16
	<i>Average</i>		10.3	<i>Average</i>		0.21

(* Based on the questionnaire choices: 1 = Agree Strongly, 3 = Ambivalent, 5 = Disagree Strongly)

IMAGE EVALUATION TEST TARGET (QA-3)



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1653 East Main Street
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Phone: 716/482-0300
Fax: 716/288-5989

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