



## Research Article

# Developing and Validating a Multicultural Model for Iranian High School English Language Teachers' Effectiveness

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### ABSTRACT

*This study aimed to develop and validate a multicultural model for Iranian high school English language teachers' effectiveness. To this end, a grounded theory design was used. The participants consisted of 51 (28 males and 23 females) Iranian English teachers who were selected through available sampling. For the purpose of data collection, a semi-structured interview was used. To analyze the data, the interview data and the content of the relevant files collected through reviewing the literature were exposed to manual thematic analysis through open, axial and selective coding. As revealed by the results, the following perceptions were extracted concerning pluralistic teacher effectiveness: Having Verbal and Non-Verbal Communication with Learners, Recognizing Differences among Students' Learning Strategies, Having Preliminary Knowledge of Different Subjects, etc. Moreover, regarding the components of multicultural teacher effectiveness as reflected in the existing literature, the following themes were identified: Being Friendly with all Students, Providing all Students with Comments, Making Students Creative, etc. Additionally, a multicultural model for Iranian high school English language teachers' effectiveness was developed which consisted of three main categories and some sub-categories. The findings have some implications for different groups of stakeholders, including EFL teachers, teacher educators, and teacher education material developers.*



## Introduction

The importance of learning English has become more obvious in our globalized world. English is the main language used for international communication, business, science, and technology, which makes it a key tool for connecting people across different countries (Jenkins et al., 2017). One area where learning English is particularly important is education. Being proficient in English helps students access higher education. In countries where English is not the native language, knowing English helps students engage with a wide range of educational materials and research. Kirkpatrick and Schaller-Schwaner (2022) argued that English is a gateway to knowledge and information in many fields, including science, technology, humanities, and social sciences.

Beyond its economic benefits, learning English also supports cross-cultural communication and collaboration. In multicultural societies and diverse workplaces, English is a common language that allows people from different linguistic and cultural backgrounds to communicate effectively. Individuals who can use English can interact with speakers of various languages and cultures, which promotes intercultural competence and global citizenship (Byram et al., 2022).

English is also crucial for international travel and trade. As the language widely used in hospitality and tourism, English helps travelers and business professionals handle new environments, access important services, and connect with local communities around the world. Research by Kirkpatrick and Schaller-Schwaner (2022) highlighted the role of English as a global language in areas like tourism and international relations.

However, today, English language learning for EFL speakers has been subjected to new complexities, some of which are rooted in the globalization phenomenon. Globalization has emerged as a phenomenon accompanied by

several opportunities and challenges simultaneously. A direct outcome of globalization is the emergence of multicultural societies, calling for the injection of multicultural principles into pedagogical programs (Zohrabi et al., 2019). Byram et al. (2022) observed that a paradigm twist emerged among different societies, which necessitated the penetration of multiculturalism in different domains of education. When multiculturalism encompasses education, diversity and pluralism will find a way to arrive at an educational agenda.

As argued above, the globalization phenomenon has influenced different aspects of life throughout the World. Among the aspects of life that are under the effect of globalization, teaching and learning EFL can be referred to (Moeinvaziri et al., 2020). Multicultural education is a product of the impact of globalization on education (Zohrabi et al., 2019). Parker (2019) argues for a change of paradigm from unitarianism towards the use of multiculturalism in educational realms to make the acquisition of new knowledge and ideology easier via diversity as a lever. Unitarianism, contrary to multiculturalism, is a school of teaching wherein unity or centralization is advocated to improve exclusive interests and legitimize the demands and expectations of minorities in society (Dimova-Cookson, 2021). On the contrary, multiculturalism is an opportunity for the peaceful co-existence of diverse worldviews, thinking lines, cultural stances, social attitudes, personal tastes, etc. (Zohrabi et al., 2019). Multicultural education is characterized by a democratic view that welcomes diversity in language, culture, mindset, understanding, socio-cultural orientation, and communicative styles to encourage multicultural and multi-linguistic interaction and peaceful co-existence (Lidz, 2021).

Furthermore, for any educational system to move in line with a guiding policy, the first group who should be oriented toward that policy are

teachers. The impact of teachers on the implementation of educational policies in classroom is now well-established. This implies that for an educational program to experience a shift toward multiculturalism, teachers' role is a key one. There is evidence that teachers' beliefs, educational and professional background, attitudes, and orientations give shape to the teaching behavior in the EFL classroom (Borghetti & Qin, 2022). Therefore, if teachers can base their teaching effectiveness on multicultural education, they lay the groundwork for an educational system that is more effective and multiculturally-informed. Teacher effectiveness is a main element of any education system all over the world because of the fact that teachers play one of the most important roles in the quality of language teaching and learning. Accordingly, many attempts have been targeted at improving teacher effectiveness (Heinler, 2020). What constitutes teacher effectiveness is different in different settings, eras, and conditions. Defining teacher effectiveness is not an easy task since teacher effectiveness is accompanied by professional competency and system accountability (Kington et al., 2023).

With a view to the above discussions, two conclusions are certain. First, teacher effectiveness is a construct whose main correlates are student learning, teaching quality, inside-class processes, and factors outside the classroom. Second, integration of multicultural education with teacher effectiveness leads to the emergence of an educational system that is more effective and multiculturally-informed. This study is an academic endeavor whose foundation is the second conclusion. Accordingly, it can be argued that merging teacher effectiveness with the last educational changes can better guarantee the materialization of the defined missions of effective teachers. Since learners are characterized by diversity in culture, viewpoint, socio-economic

background, and so on, a recent educational movement that can be merged with teacher effectiveness is multiculturalism. But the previous studies on teacher effectiveness and multiculturalism (e.g., Demiroz & Yesilyurt, 2015; Motamed et al., 2013; Parker, 2019; Sezer et al., 2019; Zohrabi et al., 2019) have not touched integration of multiculturalism with teacher effectiveness, to the best knowledge of the researcher. This is because diversity inherent in the principles and components of multiculturalism is well-adapted to learners' diversity in various aspects enumerated above. Therefore, inattention to the conflation of multiculturalism with EFL teacher effectiveness may deprive EFL learners of ample learning opportunities. To bridge this gap, this study aimed to develop a multicultural model for Iranian high school English language teachers' effectiveness. It is worth noting that since high school teachers constitute a high proportion of Iranian English teachers and because students in Iran learn important aspects of English in high school, this study is concerned with high school English language teachers' effectiveness. To this end, the following research questions were formulated:

RQ1. What are the components of multicultural teacher effectiveness as reflected in Iranian EFL teachers' perceptions?

RQ2. What are the components of multicultural teacher effectiveness as reflected in the existing literature?

RQ3. What multicultural model for Iranian high school English language teachers' effectiveness emerges from the extracted components?

## Literature Review

### Multiculturalism and Pluralism Theory

Multiculturalism and pluralism are key concepts of contemporary education theory, as societies are

increasingly becoming multicultural in today's time. These two concepts, which emanate from broader sociopolitical discourse, have developed into mechanisms that advocate for the facilitation of inclusive education (Schachner, 2019). These theories in educational contexts serve primarily as an argument and a reaction to demographic change; more importantly, they are considered mechanisms to challenge entrenched norms. According to Crowder (2013), multiculturalism as a theory demands the necessity to recognize a wide array of cultural backgrounds found in every society. This insists on an inclusive model in which different cultural identities must coexist harmoniously with one another rather than being assimilated into one dominant culture, according to Banks and Banks (2019). This theory, when applied to education, calls for curricula and school policies that represent the realities of all students, despite their different backgrounds. It is, therefore, very essential for the teacher to play a role in forming an environment where students feel represented and understood.

Pluralism, while related to multiculturalism, differs in the involvement of other people. It goes beyond diversity alone and actually focuses more on the interaction that needs to take place between the different cultural groups present (Deveaux, 2000). Ideally, pluralism articulates that different groups should not just exist together; they need to interact with one another so they can understand and respect each other (Muñiz-Fraticelli, 2014). In education, pluralism encourages teaching strategies that acknowledge diversity and actively promote collaboration among students of varied cultural backgrounds. When students undergo this kind of interaction, they are most likely to develop a sense of critical thinking and socialization.

## Empirical Studies

Salimi and Rad's (2024) study aimed to explore multiculturalism in EFL teacher education in Iran by examining the perspectives of Iranian EFL experts and teachers. The study involved two groups of participants: the first group consisted of 15 male and female multicultural education experts, while the second group included 60 Iranian EFL teachers (30 males and 30 females). To gather data, the researchers used a combination of demographic information scales, two semi-structured interviews, and audio-reflective journals. Data were then analyzed using qualitative thematic analysis through MAXQDA. The study uncovered several key themes related to multicultural EFL teacher education. From the experts' perspectives, prominent themes included the need to eliminate race-related, gender-related, and social class-related inequalities in education. Meanwhile, EFL teachers highlighted several important components, such as the development of necessary communicative skills, positive thinking, acceptance of differences, multicultural content, and the use of varied evaluation methods. This study delved into multicultural EFL teacher education in a general sense and did not touch on multiculturalism as tied to teacher effectiveness.

Meihami (2023) explored the experiences of EFL teachers with culturally responsive teaching (CRT) during their BA, MA, and PhD programs in TEFL. Using a phenomenological research design, the study examined the experiences of 14 Iranian EFL teachers through a series of in-depth interviews. The findings revealed that while some courses at the BA, MA, and PhD levels did incorporate CRT principles, many universities did not fully address these topics. Teachers had varied experiences with the CRT-related courses. On one hand, they reported negative and insufficient experiences with courses aimed at developing cultural knowledge, culturally relevant teaching

methods, fostering cross-cultural communities, and encouraging positive attitudes toward students' cultural diversity. On the other hand, teachers expressed positive experiences with courses that focused on developing sociocultural consciousness and a constructivist approach to teaching. The study concluded that TEFL programs do not sufficiently address the development of CRT principles. Having been concerned with the experiences of EFL teachers with culturally responsive teaching (CRT), this study did not touch on the components of multiculturalism within the domain of teacher effectiveness.

Diem and Abdullah's (2020) study focused on examining the English proficiency (EP) of 104 EFL teachers in the Southern Region of Sumatra, considering factors such as education level (EL), cultural background, teaching assignment level, and gender. The study utilized English test scores, teaching status (pre-service and in-service), education levels, a multicultural education questionnaire, and teaching assignments to assess teachers' EP. The findings revealed that education level plays a significant role in influencing EP, and it is the strongest predictor of teachers' cultural knowledge and experiences, including areas such as personal development, leadership, curriculum instruction, sensitivity, and cultural awareness. Additionally, teachers at higher education levels demonstrated stronger EP compared to those at lower levels, and in-service teachers outperformed pre-service teachers in terms of teaching responsibilities. While gender did not generally affect EP, the study noted a significant correlation between female teachers' EP and their listening skills and personal development. This study was mainly concerned with teachers' cultural knowledge as predicted by their education level. Therefore, the gap in multicultural teacher effectiveness is still there in the literature.

Ghavamnia (2020) conducted a study to explore the beliefs and perspectives of Iranian EFL teachers regarding the integration of culture teaching into their classrooms. Specifically, the research aimed to uncover how these teachers viewed the concept of culture, the types of cultural information they prioritized in their lessons, and the challenges they felt needed to be addressed in order to dedicate more time to cultural instruction. The study employed a purposive sampling method, selecting 10 Iranian EFL teachers with PhDs in Applied Linguistics as participants. Data were gathered using a combination of semi-structured interviews and closed-ended questionnaires. The study's key finding revealed that although these teachers supported the inclusion of cultural content in their lessons, various obstacles hindered their ability to effectively teach culture in their English classes. The integration of culture teaching into classrooms is an issue worth exploring, and this study is valuable in this regard. However, we did not see a trace of the ties of multicultural education with teacher effectiveness in this study.

Choi and Lee (2020) highlighted the growing diversity in today's classrooms, with many countries now prioritizing the development of teachers' self-efficacy in multicultural classrooms (TSMC) to ensure effective teaching of diverse student populations. This is often achieved through professional development programs focused on multicultural education (PDME). In their study, which utilized data from the Teaching and Learning International Survey (2018), they explored whether teachers' participation in PDME enhances TSMC and whether TSMC acts as a mediator between PDME and teachers' perceptions of school climate in both the United States and South Korea. The results revealed a strong positive relationship between PDME and TSMC, with TSMC functioning as a mediator in the relationship between PDME and school

climate. Their findings suggested that PDME not only strengthens teachers' multicultural self-efficacy but also contributes to a more positive school climate.

## Methodology

### Design

Based on the goals of this study, a grounded theory design was used. Grounded theory is used in studies where a theory, instrument, model, or questionnaire is going to be developed based on the data (Cresswell, 2015).

### Participants

The participants consisted of a total of 40 Iranian EFL teachers (20 males and 20 females) teaching in public high schools in different Iranian provinces. They were conveniently selected from among those teachers who were members of virtual groups and channels. The sample size was determined based on the data saturation principle. That is, after interviewing the 40<sup>th</sup> participant, no new finding was attained. The participants were BA, MA, and Ph.D. holders in the field of Teaching English as a Foreign Language (TEFL) with 7 to 20 years of teaching English experience. They were in the 30-55 age range. It is worth mentioning that the education, age, and experience range of the participants were not predetermined. However, after collecting the demographic information, it was evident that they were within the mentioned education, age, and experience range. To select the participants, congruent with the research morality, first of all, the participants were made aware of the objective of the study. Then, they were assured that the anonymity and confidentiality of their personal information would be observed.

## Instruments

### Semi-Structured Interview

To collect the data, a semi-structured interview was implemented. The interview aimed at extracting the components of multicultural teacher effectiveness as reflected in Iranian EFL teachers' perceptions. It consisted of four open-ended questions, which were the product of reviewing similar studies (e.g., Amiri Shayesteh & Baleghizadeh, 2022; Zohrabi et al., 2019) and taking consultation from the supervisor of the study.

The interview questions were concerned with the main features of multicultural effective teachers, multicultural effective class communications, multicultural effective teaching skills, and multicultural effective teacher behaviors. For the convenience of the participants, the interview was done using internal messengers, including Eitaa and Soroush. The researcher himself implemented the interviews.

With regard to dependability, member checks were used to check this characteristic of the findings. Member checking involves verifying the accuracy of interpretations with the participants in order to ensure that their statements have been correctly understood (Cresswell, 2015). In this study, when the themes were extracted, some themes were randomly checked with the participants to be sure about the interpretation of their sayings. To confirm confirmability of the findings, the ethical issues and dilemmas that arose during the research, such as informed consent, anonymity, and data confidentiality, were considered.

### Data Collection Procedure

To launch data collection, first, sampling was done as explained above, and the selected participants were asked to fill out the demographic information scale. Next, the components of

multicultural teacher effectiveness were identified through implementing a semi-structured interview with the participants and reviewing the existing literature, including books, articles, reports, theses, dissertations, etc., which were found by the researcher in the form of hard copy or electronic file. It should be mentioned that reviewing the relevant files was done for the purpose of triangulation of the data collected through interview.

The content of the interviews and the relevant files was qualitatively analyzed through manual thematic analysis to extract the components of multicultural teacher effectiveness. More details on the thematic analysis will be provided in the next section. The output of this stage was the extraction of 25 components from the Iranian EFL teachers' perceptions and the existing literature using open coding within the grounded theory approach.

Then, in the axial coding step, the similar extracted components from the Iranian EFL teachers' perceptions and the existing literature were grouped in the form of sub-categories under main categories based on the meaning conveyed by them. Then, in the selective coding step, all the extracted main categories and sub-categories were linked to each other in the form of a whole model, namely, a multicultural model for Iranian high school English language teachers' effectiveness.

### Data Analysis

To analyze the data qualitatively, the interview data and the content of the relevant files collected through reviewing the literature were exposed to manual thematic analysis through open, axial, and selective coding. In the open coding step, recurrent words and phrases were identified, bolded or highlighted as codes representing the components of multicultural teacher effectiveness through reviewing the qualitative data. In this stage, 25 components were extracted. In the axial coding

stage, the similar extracted components from the Iranian EFL teachers' perceptions and the existing literature were grouped in the form of sub-categories under main categories based on the meaning conveyed by them. Then, in the selective coding stage, all the extracted main categories and sub-categories were linked to each other in the form of a whole model, namely, a multicultural model for Iranian high school English language teachers' effectiveness.

## Results

To answer the first research question, 'What are the components of multicultural teacher effectiveness as reflected in Iranian EFL teachers' perceptions?', the qualitative thematic analysis led to the identification of the following themes:

### 1. Having Verbal and Non-Verbal Communication with Learners

*Multicultural teacher effectiveness implies that EFL teachers should communicate verbally and non-verbally with learners in the class. All learners have the right to communicate with the teacher in various ways. (Participant 34)*

*Effective teaching based on multiculturalism has several signs, including good communication with the class members fairly. English teachers are to have a relationship through talking, eye contact, discussion and negotiating with students. (Participant 25)*

### 2. Recognizing Differences among Students' Learning Strategies

*To teach multiculturally, EFL teachers should recognize that students are different in terms of their strategies of learning. Multicultural teaching requires teachers to recognize that students are naturally different from each other regarding their learning techniques. Teachers should not expect that all students use similar learning strategies (Participant 6)*

*Multiculturalism in teaching is equal to paying heed to the learning strategies of students. Teachers should know that students are not the same in their learning. Each student follows his learning style in learning English, and this is reasonable. (Participant 19)*

### **3. Having Preliminary Knowledge of Different Subjects**

*EFL teachers should have a knowledge base in different subjects. Just having English language knowledge does not suffice. Needs of students are so diverse that teachers must have command of other subjects than English language. (Participant 30)*

*The time has passed from times when teaching English could be done with specific knowledge of English. Today, students ask various questions from teachers. This shows that EFL teachers need to be knowledgeable about different topics. (Participant 28)*

### **4. Taking Advantage of Different Teaching Methods**

*Teachers should resort to various teaching methods. Delimiting teaching to just one or two fixed methods is not in line with multiculturalism. To take multicultural principles into consideration in teaching, different teaching methods should be used. (Participant 23)*

*Teaching based on multicultural education is not congruent with the use of traditional methods of teaching. EFL teachers should increase their knowledge of different teaching methods. Using diversity in teaching is a big advantage for multicultural teachers. (Participant 10)*

### **5. Showing Respect and Attention to all Students**

*EFL teachers must be respectful to all students. All students are there to be provided with teacher respect. The dignity of no student should be violated by EFL teachers. All students have their*

*own self-esteem, which should be respected by their teachers. (Participant 17)*

*The attention of English teachers should be equally distributed among students. Paying more attention to some students is the negation of multiculturalism. Fair attention to the students in the classroom is in line with multicultural principles. (Participant 19)*

### **6. Teaching Ruminatively**

*Being ruminative is of significance in EFL education. Teachers should teach ruminatively to teach effectively. Reflecting on one's own teaching is a building block of multicultural education. It is through this reflectivity in teaching that teacher effectiveness is enhanced. (Participant 15)*

*Reflective teaching is a main element of multicultural teaching since, according to multicultural education, removing reflection reduces the probability of teaching effectiveness. Accordingly, EFL teachers should learn to reflect on their teaching to recognize what works and what does not work in their teaching. (Participant 34)*

### **7. Having Accountability and Responsibility**

*Having accountability contributes to higher teacher effectiveness. EFL teachers who accept the responsibility of their teaching teach more effectively. Effective teachers remain accountable to students. (Participant 3)*

*Teaching effectiveness is not achieved without being responsible to stakeholders. Accepting responsibility for one's own work is what distinguishes between effective and ineffective teachers. (Participant 7)*

### **8. Generating a Conducive Class Atmosphere**

*English teachers should build a class atmosphere with friendly relations. Friendship and cooperation in the class are associated with teacher effectiveness. Stringent contexts are not really effective for teaching. (Participant 36)*

*Teachers who seek teacher effectiveness should make the classroom a warm and user-friendly place for students. Such a place is appropriate for teaching and learning. When class participants are friends with each other, positive outcomes are enhanced. (Participant 14)*

### **9. Using Technology**

*In the digital era, no EFL teacher can claim that he is effective but does not try technological advancements in their class. Technological education and multicultural education are tied to each other. Multicultural teaching is opposite to traditional teaching methods. (Participant 28)*

*Teacher effectiveness in the shadow of multicultural principles means being connected to technological advancements. In a period where technology has penetrated all aspects of life, teaching English cannot be irresponsible to technological achievements. (Participant 2)*

### **10. Using Motivational Strategies**

*To teach effectively, teachers should benefit from motivational strategies to motivate students. An effective teacher knows that the motivation of students should be improved to upgrade the probability of their success. Thus, using motivational strategies is a feature of effective teachers. (Participant 27)*

*Motivational strategies used by EFL teachers play a key role in their effectiveness. In practice, when students become motivated, the teaching presented to them will be more influential. The products and motivational skills of teachers for learning cannot be neglected. (Participant 33)*

### **11. Using Various Evaluation Methods**

*Teachers should evaluate students' learning in different ways. Just using a specific evaluation method does not make teaching effective. Different evaluation methods are recommended to be used by teachers to make sure that students' knowledge is appropriately evaluated. (Participant 8)*

*An English teacher who seeks effectiveness in teaching does not limit the evaluation of students to traditional procedures. He or she is well aware that fair assessment involves the employment of different techniques. (Participant 13)*

## **12. Building a Fair Classroom**

*Implementing fairness in different dimensions of teaching is a characteristic of effective teachers. EFL teachers should be fair in teaching students, supporting them, evaluating and scoring their exams, and so on. Teachers should also be fair in expecting learning outcomes from students. (Participant 19)*

*Justice enactment is a sign of teacher effectiveness. Teachers who act fairly in their profession are really effective in their work. They recognize the right of students to be treated fairly. This enhances their teaching quality and, consequently, fairness. (Participant 5)*

With regard to the second research question, 'What are the components of multicultural teacher effectiveness as reflected in the existing literature?', the following themes were identified:

### **1. Being Friendly with all Students**

*Multicultural teaching involves friendly relations of teachers with all students. Behaving warmly with some students while neglecting other ones is not compatible with multicultural education. (Zohrabi et al., 2019)*

### **2. Providing all Students with Comments**

*Multicultural education welcomes giving comment and feedback to all learners. Comments are invaluable tools for teachers in making instruction more efficient. (UNESCO, 2003)*

### **3. Making Students Creative**

*To present multicultural training, teachers should teach learners to be creative in learning. EFL teachers should teach creative learning strategies to learners. They should make students creative. (Shojaei et al., 2022)*

#### 4. Making Students Empowered

*Making students empowered is a component of multicultural teachers. Having an empowering personality is needed for teachers. Such teachers can make students empowered and independent.* (Amiri Shayesteh & Baleghizadeh, 2022)

#### 5. Practicing Team Teaching

*Multicultural education entails team teaching. These days, team teaching has found its own way into educational systems. Practicing team teaching contributes to multicultural teaching.* (Zohrabi et al., 2019)

#### 6. Having Digital Pedagogy Competence

*Multicultural teaching is not achievable without teachers' digital pedagogy competence. They refer to biases towards certain cultures and, conversely, avoiding prejudice against others.* (Fatehi Rad & Jalali, 2021)

#### 7. Teaching based on Socio-Cultural Background of Students

*Multicultural teaching involves taking socio-cultural background of students into account in teaching. Missing this issue negatively affects teaching and learning outcomes.* (Fatehi Rad & Jalali, 2021)

#### 8. Teaching based on Multicultural Education

*Multicultural teachers inevitably teach according to multicultural education. They refer to principles of multicultural education whenever needed.* (Zohrabi et al., 2019)

#### 9. Teaching Cultural Tolerance to Students

*Teachers of multicultural school are very sensitive to cultural tolerance. They try to teach students how to tolerate other cultures.* (Jenks et al., 2001)

#### 10. Practicing Commitment

*Practicing commitment is of centrality for multicultural teaching. Teachers' commitment to*

*students is paramount in multicultural teaching.* (Parker, 2019)

#### 11. Practicing Objectivity

*Practicing objectivity by teachers is what makes multicultural teaching distinguished from other teaching methods. Subjectivity is resisted by multicultural school.* (Parker, 2019)

#### 12. Practicing Peace

*Peace has been seriously recommended to be taught by teachers. In a society where students are familiar with peace, a peaceful life is expected.* (Vassallo, 2020)

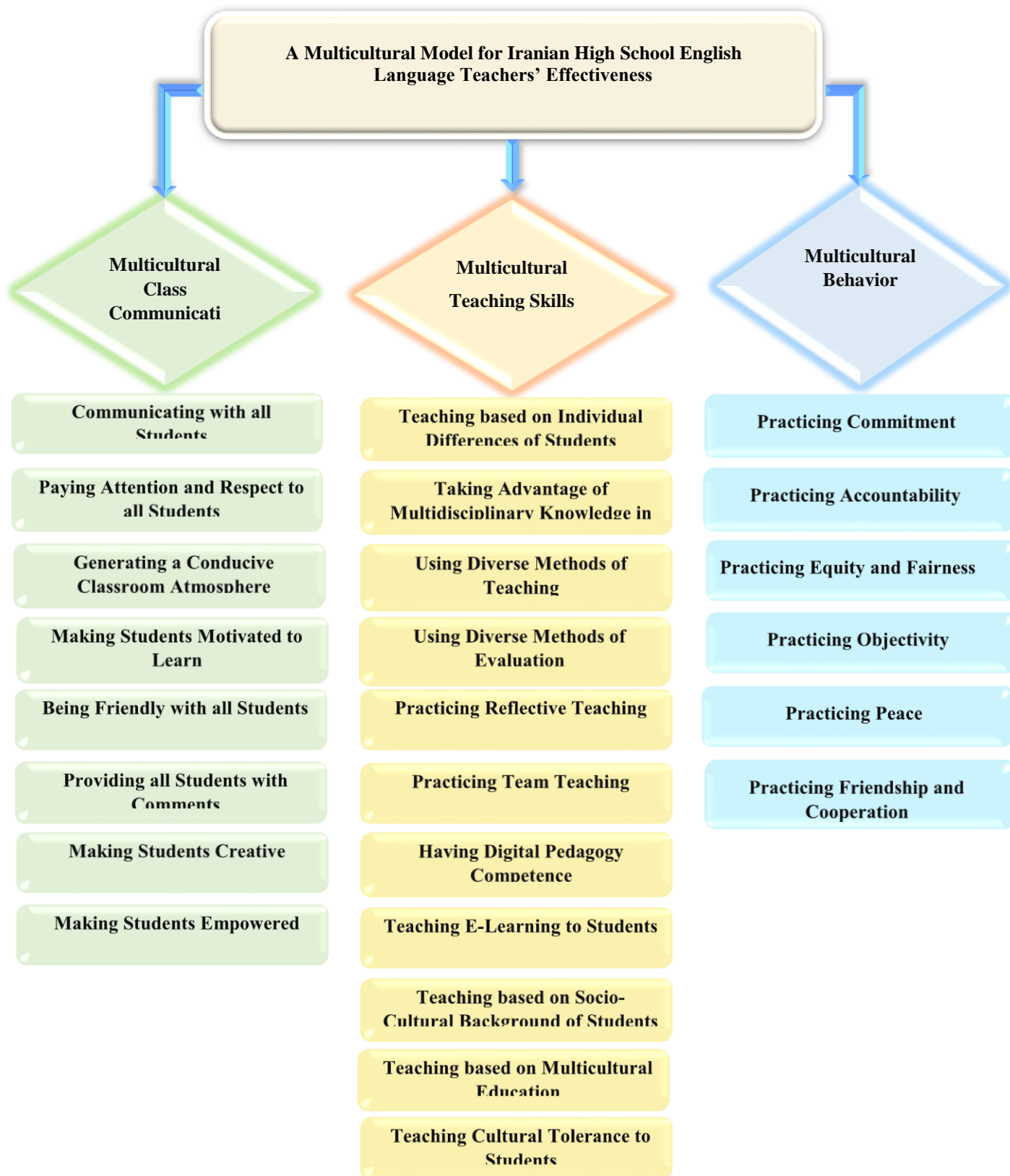
#### 13. Practicing Friendship and Cooperation

*Multicultural teachers are followers of friendship and cooperation more than others. They seek friendship and collaboration in different affairs.* (Pourdavood & Yan, 2020)

In order to answer the third research question, 'What multicultural model for Iranian high school English language teachers' effectiveness emerges from the extracted components?', going through the axial and selective coding, the following multicultural model for Iranian high school English language teachers' effectiveness emerged from the extracted components (Figure 1). To explain how the model was extracted, as stated in the previous chapter, in the axial coding step, the similar extracted components from the Iranian EFL teachers' perceptions and the existing literature were grouped in the form of sub-categories under main categories based on the meaning conveyed by them. Then, in the selective coding step, all the extracted main categories and sub-categories were linked to each other in the form of a whole model, namely, a multicultural model for Iranian high school English language teachers' effectiveness.

**Figure 1**

*A Multicultural Model for Iranian High School English Language Teachers' Effectiveness*



As illustrated in Figure 1, the multicultural model for Iranian high school English language teachers' effectiveness consisted of three main categories, including Multicultural Class Communication, Multicultural Teaching Skills, and Multicultural Behavior. Multicultural Class Communication was associated with some sub-categories, including Communicating with all Students, Paying Attention and Respect to all Students, Generating a Conducive Classroom Atmosphere, Making Students Motivated to Learn, Being Friendly with all Students, Providing all Students with Comments, Making Students Creative, and Making Students Empowered. The sub-categories of Multicultural Teaching Skills were Teaching based on Individual Differences of Students, Taking Advantage of Multidisciplinary Knowledge in Teaching, Using Diverse Methods of Teaching, Using Diverse Methods of Evaluation, Practicing Reflective Teaching, Practicing Team Teaching, Having Digital Pedagogy Competence, Teaching E-Learning to Students, Teaching based on Socio-Cultural Background of Students, Teaching based on Multicultural Education, and Teaching Cultural Tolerance to Students. Finally, Multicultural Behavior sub-categories included Practicing Commitment, Practicing Accountability, Practicing Equity and Fairness, Practicing Objectivity, Practicing Peace, and Practicing Friendship and Cooperation.

## Discussion

The first research question explored the components of multicultural teacher effectiveness as reflected in Iranian EFL teachers' perceptions. As revealed by the results, the following perceptions were extracted concerning pluralistic teacher effectiveness: Having Verbal and Non-Verbal Communication with Learners; Recognizing Differences among Students' Learning Strategies; Having Preliminary Knowledge of

Different Subjects; Taking Advantage of Different Teaching Methods; Showing Respect and Attention to all Students; Teaching Ruminatively; Having Accountability and Responsibility; Generating a Conducive Class Atmosphere; Using Technology; Using Motivational Strategies; Using Various Evaluation Methods; and Building a Fair Classroom.

The extracted themes are consistent with the findings of Aho et al. (2010), Amiri Shayesteh and Baleghizadeh (2022), Bullock (2015), Coşgun and Savaş (2023), Ramos-Rodríguez et al. (2021), and Reynolds et al. (2021), wherein similar features were enumerated for the effective teachers. Further, in the studies by Dimova-Cookson (2021), Lidz (2021), Rohmat et al. (2023), and Zohrabi et al. (2019), similar features were enumerated for teachers in multicultural education.

To interpret the results, this argument can be put forth that effective EFL teaching is a multi-faceted phenomenon that is the outcome of dynamic interrelations among different knowledge, ability, aptitude, and skill types. In the same vein, teacher effectiveness within the paradigm of multicultural education cannot be fully materialized without several kinds of potentials, approaches, skills, and activities, some of which have been identified in the form of themes in the present study. Therefore, the combination of multicultural education and teacher effectiveness cannot be taken as a simple act that can be operationalized in EFL settings in the absence of specific types of EFL teachers' knowledge, skills, and practices. But it is an entity with its own complexities and prerequisites. Multicultural effective teachers require a series of capabilities at the theoretical and practical levels, without which the integration of multiculturalism with teacher effectiveness is too difficult to be achieved.

In supporting this, on one hand, as argued by Rohmat et al. (2023), multicultural education is

easier in words than practiced. To them, although multiculturalism is a widely known notion, it has its own peculiarities which may seem strange to those who are not familiar with its principles and components. On the other hand, as put by Coşgun and Savaş (2023), teacher effectiveness entails a series of basic knowledge and skills, subject matter knowledge, behavior in the classroom context, and teaching methods which make teaching remarkably different from many other professions. When reconciled with multicultural education, the items enumerated above are contextualized in line with the multicultural orientation.

The second research question dealt with the components of multicultural teacher effectiveness as reflected in the existing literature. The following themes were identified with regard to this question: Being Friendly with all Students, Providing all Students with Comments, Making Students Creative, Making Students Empowered, Practicing Team Teaching, Having Digital Pedagogy Competence, Teaching based on Socio-Cultural Background of Students, Teaching based on Multicultural Education, Teaching Cultural Tolerance to Students, Practicing Commitment, Practicing Objectivity, Practicing Peace, and Practicing Friendship and Cooperation.

As stated above, these themes were extracted from the studies by Amiri Shayesteh and Baleghizadeh (2022), Fatehi Rad and Jalali (2021), Parker (2019), Pourdavood and Yan (2020), Shojaei et al. (2022), UNESCO (2003), Vassallo (2020), and Zohrabi et al. (2019).

Being Friendly with all Students can be justified with the emphasis on equity and justice in multicultural teaching. Multicultural teaching should be bias-free and discrimination-free. No student deserves unfriendly behavior of teacher due to bias and discrimination. Appropriate punishment is accepted in its right place. However, unfriendly behavior of teacher with some students

due to his/her bias has no place in multicultural teaching.

Providing all Students with Comments is again related to justice and fairness in the classroom. All students should receive comments of teacher, not just some students. Comments should target all students using the same procedures so that all students feel teacher fairness vividly. Otherwise, multicultural teaching principles are violated.

Making Students Creative can be interpreted as referring to the emphasis put on dynamicity and creativity in multicultural education. Multicultural education is a strong proponent of dynamic and creative procedures. It is believed that fixed and old ways of doing things are not fruitful enough to be followed. Therefore, students should be taught to be creative in learning and choose creative learning strategies.

Making Students Empowered is attributable to the role of autonomy and independence in multicultural teaching. When students are empowered, they become autonomous and independent. This is what multicultural teaching seeks. This is why empowering students is important in multicultural education.

Practicing Team Teaching is connected to the value attached to group potentials and group work in multicultural education. Group is superior to individual in multicultural education. Accordingly, every strategy wherein group is involved is encouraged within the realm of multicultural teaching. Team teaching is among such strategies.

Having Digital Pedagogy Competence can be justified based on the centrality of using the potentials of technology for the purpose of education. Digital pedagogy involves incorporating digital resources and technologies into learning and teaching practices, highlighting its unique role compared to traditional mechanical technologies. Therefore, it is well-placed within the targets of multicultural education.

The three themes, Teaching based on Socio-Cultural Background of Students, Teaching Cultural Tolerance to Students, and Teaching based on Multicultural Education, lend themselves very well to the fundamentals of multiculturalism. Culture and social issues play key roles in multicultural education. Therefore, they should be incorporated in teaching through teaching based on the socio-cultural background of students and through upgrading students' cultural tolerance. It is also crystal clear that multicultural teachers must teach based on multicultural education. In this way, multiculturalism penetrates teaching.

Practicing Commitment and Practicing Objectivity are connected to the important role of observing human rights in multicultural education. It is an exclusive right of students to be taught by a committed and objective teacher. Therefore, it is a mission of multicultural teachers to practice commitment and objectivity to provide students with a type of education that is not marred by subjectivity and lack of commitment. Subjectivity reduces the quality of education and violates its standards. Lack of commitment deprives students of an exclusive right.

Practicing Peace and Practicing Friendship and Cooperation align with multicultural education's concern with generating a peaceful condition wherein all members co-exist with peace and quiet. Such a situation is characterized by friendship and cooperation among members. This is why multicultural teachers are expected to practice peace, friendship, and cooperation in the classroom. Making peace, friendship and cooperation the queen of the mind of students makes them fond of generating peace, friendship, and cooperation in others. The outcome will be an educational system wherein peace talks.

The third research question was concerned with developing a multicultural model for Iranian high school English language teachers' effectiveness

based on the extracted components. According to the results, the multicultural model for Iranian high school English language teachers' effectiveness consisted of three main categories including Multicultural Class Communication, Multicultural Teaching Skills, and Multicultural Behavior. Multicultural Class Communication was associated with some sub-categories including Communicating with all Students, Paying Attention and Respect to all Students, Generating a Conducive Classroom Atmosphere, Making Students Motivated to Learn, Being Friendly with all Students, Providing all Students with Comments, Making Students Creative, and Making Students Empowered. The sub-categories of Multicultural Teaching Skills were Teaching based on Individual Differences of Students, Taking Advantage of Multidisciplinary Knowledge in Teaching, Using Diverse Methods of Teaching, Using Diverse Methods of Evaluation, Practicing Reflective Teaching, Practicing Team Teaching, Having Digital Pedagogy Competence, Teaching E-Learning to Students, Teaching based on Socio-Cultural Background of Students, Teaching based on Multicultural Education, and Teaching Cultural Tolerance to Students. Finally, Multicultural Behavior sub-categories included Practicing Commitment, Practicing Accountability, Practicing Equity and Fairness, Practicing Objectivity, Practicing Peace, and Practicing Friendship and Cooperation.

The researcher found no study wherein a multicultural model for English language teachers' effectiveness has been developed. However, as mentioned above, the sub-categories of the model were supported in the studies by Aho et al. (2010), Amiri Shayesteh and Baleghizadeh (2022), Bullock (2015), Coşgun and Savaş (2023), Danielson (2013), Dimova-Cookson (2021), Fatehi Rad and Jalali (2021), Lidz (2021), Parker (2019), Pourdavood and Yan (2020), Ramos-Rodríguez et

al. (2021), Reynolds et al. (2021), Rohmat et al. (2023), Shishavan and Sadeghi (2009), Shojaei et al. (2022), UNESCO (2003), Vassallo (2020), and Zohrabi et al. (2019).

The sub-categories of the model were discussed above. The three main categories of the model including Multicultural Class Communication, Multicultural Teaching Skills, and Multicultural Behavior are discussed here. Multicultural Class Communication is an inevitable part of a multicultural model for English language teachers' effectiveness, since no English class can be imagined without class communication. Each class is generated out of networks of communications among students and between the teacher and students. For a teacher to teach effectively in line with multicultural education, class communications should revolve around multicultural education. Otherwise, that class is more like a traditional classroom devoid of multicultural principles than a multicultural class.

Multicultural Teaching Skills are considered necessary for multicultural teachers because teaching skills play a key role in determining the approach followed by teachers. This implies that if teaching skills are multicultural, naturally, the approach of teachers becomes multicultural. Sticking to traditional skills of teaching banishes English teachers from multicultural education. Accordingly, following multicultural teaching skills makes teachers closer to multicultural teaching.

Concerning Multicultural Behavior, it is argued that teacher behavior influences his/her classroom management strategies, orientations, practices, perceptions and experiences. This vividly shows the pivotal role of teacher behavior in making the classroom. When teacher behavior is multicultural, all the above elements turn into multicultural elements. A direct outcome of this situation is that students' behaviors also turn into multicultural behavior. In a class where both teachers' and

students' behaviors are multicultural, teaching is also multicultural.

## Conclusion

Based on the findings of the current study, it can be concluded that trying to teach effectively within the multicultural paradigm requires EFL teachers to have verbal and non-verbal communication with the students to remove behavioral unfairness in the class. Moreover, it can be concluded that multicultural teacher effectiveness is not congruent with using a specific teaching and evaluation method, but it calls for taking advantage of diversity in teaching and evaluating students' knowledge and performance.

What is more, multicultural teachers are those who appropriately recognize differences among students' learning strategies. They are attentive to the differences students carry with them when applying learning strategies. Additionally, they do not limit themselves to language-related subjects. Rather, they have a reasonably accepted level of public knowledge in different subjects. Multicultural teachers also seek effectiveness by respecting and showing care to all students and by being accountable and responsible to all class members, not just some students, so that a conducive class atmosphere is generated. Teaching ruminatively is another issue that is important for multicultural teachers. However, we know that this is not achieved in the absence of technology.

Also, the conclusion can be made that making students motivated in a context replete with friendship and a friendly social distance is helpful for EFL teachers who are willing to be effective with a multicultural background. To teach multiculturally, all students should be provided with teacher comments so that no student is left behind others in this regard. Another mission of a multicultural teacher is to make students creative and empowered through different strategies,

among which team teaching, implementing digital pedagogy, teaching based on the socio-cultural background of students, teaching based on multicultural education, and teaching cultural tolerance to students can be referred to.

Last but not least, it is concluded that multicultural teachers should be committed, peaceful, friendly, and cooperative in their interactions with students. Lack of peace, commitment, friendship, and cooperation makes students unmotivated to learn. Moreover, teachers teaching within multiculturalism should teach with an objective orientation. Subjectivity is not accepted in multicultural teaching. In fact, the belief is that subjectivity contributes to bias and discrimination. Therefore, teachers should avoid subjectivity.

EFL teachers can take advantage of the findings in trying to teach EFL effectively in the same vein as multicultural education. They can take the components extracted in this study into account when teaching English in an attempt to teach multiculturally. This helps them revolutionize their teaching based on multicultural education.

EFL teacher educators can apply the results in instructing student teachers and in-service teachers based on the multicultural education components. This implies that EFL teacher educators can transform teachers' teaching approaches using the multicultural education components in teacher training courses. Since what is presented to teachers in teacher education courses are valuable vehicles to make them empowered teachers, the use of multicultural education components in teacher training courses can lead to promising changes in teachers' teaching and behavior in line with multicultural education.

As the first limitation this study suffered from, the researcher conveniently selected the participants without random sampling. This is a negative point for the external validity of the findings. The second limitation was that the

potential effects of gender and even age of the sample on the study findings were not checked. Finally, since reading the participants' minds was impossible, it is clear whether the participants have carefully filled out the questionnaire or not.

This study collected the qualitative data from the relevant files and semi-structured interviews. Other researchers can resort to other tools, including narratives, observations, and so on. This study recruited teachers from public high schools. Participants of similar studies can be selected from universities and language institutes.

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