

The Application of Culturally and Linguistically Responsive Pedagogy in English Speaking Classrooms – A Case Study

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doi: <https://doi.org/10.37745/ijelt.13/vol11n27291>

Published April 15, 2023

Citation: Jalil C.R.A (2023) The Application of Culturally and Linguistically Responsive Pedagogy in English Speaking Classrooms – A Case Study, *International Journal of English Language Teaching*, Vol.11, No.2, pp.,72-91

ABSTRACT: *This paper discusses the challenges of ensuring equal access to education for diverse students in English speaking classrooms and the potential benefits of using culturally and linguistically responsive pedagogy (CLRP). The study aims to investigate the use of CLRP in English speaking classrooms, its impact on student learning outcomes, teacher pedagogy, and classroom dynamics. The research used a qualitative case study approach involving interviews with teachers, classroom observations, and a CLRP-incorporated lesson plan. The findings suggest that CLRP positively impacted students' motivation, engagement, and speaking skills, and helped bridge cultural differences. The study provides insights into the potential benefits of incorporating CLRP in English language classrooms in Malaysia and offers recommendations for teachers and policymakers on how to effectively integrate CLRP practices into their pedagogy.*

KEY WORDS: culture, linguistic, pedagogy, speaking motivation

INTRODUCTION

The British colonial education system introduced the teaching of English in Malaysia in the 1960s and it is still deep-rooted in the current Malaysian educational system (Asmah Haji Omar, 1992). English is taught as a second language in all Malaysian schools which is also a compulsory subject in both primary and secondary schools. The British colonization has left the legacy of the English language in Malaysia which has influenced the education system of the country. Not only has the British established English as the medium for both primary and secondary schools but the English language has also become the main language for business communication purposes (Fei, Siong, Kim & Azizah, 2010 as cited in Abu Bakar et al., 2021). In addition to that, at the university level, local undergraduates are required to register a stipulated credit hour of English courses based on the result of their Malaysian University English Test (MUET), which is an English proficiency assessment course and a compulsory

requirement for local students who plan to pursue tertiary education at any Malaysian universities (Malaysian Examination Council, 2006).

In any modern civilization, language and culture are deeply interconnected essentials where both serve as important resources for teachers and learners (Phegley & Oxford, 2010). Culture is central to student interactions and peer communications, especially within the context of academic content (Gee, 2008). Also, culture is seen as essential to how and what teachers teach in their classrooms; it influences their beliefs, viewpoints, and practices. In an increasingly multicultural and international climate, there is an acute need for culturally and linguistically responsive pedagogy in all schools (Schoon, 2019).

Culturally responsive pedagogy, according to Gloria Ladson-Billings, 2014, empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes. As such, teachers who practice culturally relevant teaching, recognize the ways to support learning in these students by consciously creating social interactions to help them meet the criteria of academic success, cultural competence, and critical consciousness (Schoon, 2019). Geneva Gay viewed culturally responsive pedagogy as the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches to and through the strengths of these students which is culturally validating and affirming (Gay, 2000).

Lucas and Villegas (2011) proposed the importance of including a culturally and linguistically responsive pedagogical approach in teacher preparation courses and as a result; culturally and linguistically responsive pedagogy emerged to focus on the linguistic knowledge and skills that teachers needed to develop to support their CLD students (Lucas & Villegas, 2011). Becoming a culturally and linguistically responsive teacher emphasized the importance of gaining an awareness of and integrating the principles of second language acquisition theory into the curriculum (Lucas et al., 2008; Lucas & Villegas, 2011).

This study is to analyse the different pedagogy of ESL and EFL background in the Malaysian context, and to find out if there is any connection between culturally and linguistically responsive pedagogy (CLRP) with students' ability to speak English. Listening and speaking are interdependent especially in communication and English communication relies on these two skills when a speaker of a language produces speech in the target language. These two skills are crucial English language skills in the communicative and oral communication is one of the indicators of proficiency in the language (Leong & Ahmadi, 2017 as cited in Hamid, Tuan Muhammad Hanif Tuan Ab; Idrus, Faizah, 2021). To observe the factors that contributed to students' speaking abilities in class, as well as determining whether there are significant differences in the students' motivation when using a culturally and linguistically responsive pedagogy (CLRP) lesson plans compared to the normal, non-incorporated CLRP techniques are the focus in this study. As a secondary, this study also observes possible home and peer

environment that might have some influence in the students' proficiency background. In addition, this study is going to look at the CEFR syllabus and materials - Pulse 2 for Malaysian Form 1 secondary school as a supportive resource and CEFR is going to be discussed in greater detail in one of the subtitle.

Pedagogy

Pedagogy is claimed to be a contested term, but involves activities that evoke changes in the learner; Watkins and Mortimore define pedagogy as "any conscious activity by one person designed to enhance learning in another" (1999, p.3). In a similar perspective, Bernstein mentioned that, pedagogy "is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator" (Bernstein, 2000, p.78). Bernstein contrasts two models of pedagogy that focus on the teacher's organisation, management, discourse and response to the students, and this provide a useful theoretical framework with which to understand different pedagogic approaches:

- i. Performance model: visible pedagogies where the teacher explicitly spells out to the students what and how they are to learn, with a recognisable strong framing or lesson structure, collective ways of behaving and standardised outcomes;
- ii. Competence model: invisible pedagogies with weaker framing that result in an ostensibly more informal approach where the teacher responds to individual children's needs, with hidden or unfocused learning outcomes (Bernstein, 1990).

In this current study, Alexander R.J.'s definition of pedagogy is most helpful, wherein teaching is 'an act while pedagogy is both act and discourse' (Alexander, 2001, p.540). Pedagogy is understood to comprise teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their 'teaching practices'. In simpler term, it is what teachers actually think, do, and say in the classroom. Teachers' beliefs are contextually based, and Alexander R.J.'s definition also encompasses social, cultural and political aspects (Alexander R.J., 2001 as cited in Zyngier, 2016).

Thus, it is understood that pedagogy is the discipline that deals with the theory and practice of teaching and how these effect students' learning. It informs teachers' actions, judgments, and teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish. It is the discipline that deals with the theory and practice of education where it concerns the study of how best to teach. Spanning a broad range of practice, its aims range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Instructive

strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. (Alexander R.J., 2001).

Meanwhile, in similar perspective mentioned by Gay (2013), language pedagogy is a term used to describe challenges and possibilities of educating students in different educational environment. Thus, this study is developed to find out how students respond to a culturally set teaching environment and how a teacher induce the culture of specific target group into his/her teaching methods. Being culturally responsive will indeed be valuable when creating curriculum as more focus can be attain into specific target group or learners. Gay (2013) also mentioned that, “culturally responsive teaching has evolved to include both substantive and process dimensions, as well as acquiring cultural competence and using cultural resources to facilitate better teaching and learning” (pg.51).

In the perspective of EFL (English as a Foreign Language) as well as ESL (English as a second language) it has generally been a professional activity that is practiced by, if not reserved for, people traditionally referred to as native English speakers. There are now more non-native speaking ESL and EFL teachers than before and in the field of teaching, when compared to other academic subjects, English has become quite diverse in terms of what its teaching staff brings with them into the teaching situation. One aspect of ESL/EFL teachers' background that will greatly impact the students' learning is the teachers' knowledge. Hence, diversity of teachers also means diversity of culture of which the teachers come from.

Within the context of this study, the following terms are used:

Critical cultural competence

This entails teachers' abilities to engage in self- reflection about their own cultural identities, experiences, and biases; exploring the cultural backgrounds of their students, families, and communities in order to leverage students' strengths and assets; and transforming classroom practices by using thoughtful and innovative practices and collaborations (Cooper, He, & Levin, 2011).

Culturally Linguistically Diverse (CLD)

CLD refers to students from homes and communities where English is not the primary language. These students speak a variety of languages and come from diverse social, cultural, and economic backgrounds. The term culturally and linguistically diverse is used to recognize that the needs of diverse students go beyond learning English to include other facets of culture (González, Pagan, Wendell, & Love, 2011 as cited in Bellas, 2015). Further, it is a holistic description of a student whose culture and/or language are different from the mainstream population. These differences can be seen as a learning asset (Brisk, Barnhardt, Herrera, & Rochon, 2002).

The recent advances in the field of Culturally Linguistically Diverse (CLD) educational research have drawn on Systemic Functional Linguistic (SFL) (Halliday, 1994), to theorize learning as a linguistic process where it is believed that learning a language, learning through a language, and learning about a language are conceived as a unified whole (Halliday, 2007). In this view, if a child is learning language for the first time, he/she is seen to be learning the language and simultaneously learning through that language, about the world. Researcher's focus is on "*how people use language to make meanings with each other as they carry out the activities of their social lives. They do this through their selections from the sets of choices that are available in the language systems*" (Christie & Unsworth, 2000, p.3 as cited in Safon P., 2018).

Diversity

This is the term used to refer to the intersectionality of race, ethnicity, class, gender, sexuality, spirituality, exceptionalism, nationality, immigrant status, and language and the associated identities.

English language learner (ELL)

English Language Learners (ELL) are students who come from non-English speaking homes and who are learning English. Although many ELL students have developed basic communication skills in English, they still struggle with academic language. This disconnect can make classroom instruction difficult, and it requires modified instruction in the student's academic courses. ELL are mostly from a highly heterogeneous and complex group of students, with diverse gifts, educational needs, backgrounds, languages, and goals. These students have first languages other than English and are therefore in the process of learning the English language (Bella, T., 2017).

English as a Second Language (ESL)

According to the Cambridge Dictionary, the definition for English as a Second Language (ESL) is: the teaching of English to speakers of other languages who live in a country where English is an official or important language. In many countries, it is a model of services that is an alternative to a bilingual program. While the language instruction is in English; however, the ESL teacher monitors his or her language and adapts it to the language proficiency of the students.

Funds of Knowledge (FoK)

The term Funds of Knowledge was first introduced by Wolf (1966), and his definition included a variety of social funds that community members use to operate on a daily basis (Maitra, 2016). FoK is vital in academics because when teachers accept a role as a co-learner with students and are able to look beyond their role as an authority figure, then they can get to know their students and the students' families with a new outlook. The FoK framework posits that

when considering such assets, families of colour possess “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll et al., 1992, p. 133). This makes FoK a natural fit with culturally and linguistically responsive pedagogy.

Language Approach

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Example:

The communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audiolingual method). Learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in what has been labelled an ‘eclectic approach’. Teachers select techniques from various approaches according to the different needs of their learners. Most coursebooks mix methods and techniques in this way. (British Council, teachingenglish.org.uk. 2012. *Approach*. Viewed on 12 August 2020).

RELATED THEORIES

The importance of culturally and linguistically responsive pedagogy (CLRP) in education, particularly in multicultural and international settings, is discussed in an article by Sylvester & Abdul Aziz, 2021. They highlight how culture and language are closely related and that CLRP helps to elevate social and academic justice for students while empowering them intellectually, socially, emotionally, and politically. The article cites Gloria Ladson-Billings' (2018) concept of culturally relevant pedagogy (CRP) as a way to engage learners whose experiences and cultures are traditionally excluded from mainstream settings, which promotes academic achievement, cultural competence, and critical consciousness. Geneva Gay's (2000) concept of culturally responsive teaching (CRT) also emphasizes the need for teachers to recognize cultural differences as strengths and create social interactions to support academic success and cultural competence.

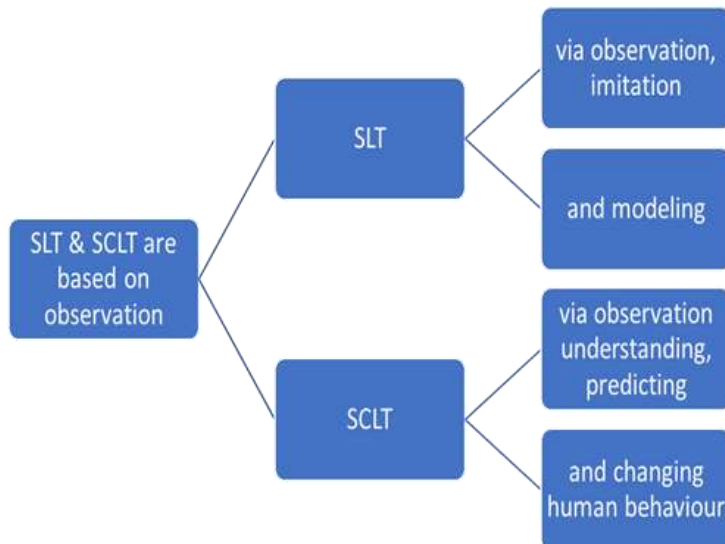
Similarly, Yan's (2020) article emphasizes the importance of linguistically responsive teaching (LRT) for English language learners (ELLs) with diverse cultural and linguistic backgrounds. LRT recognizes the linguistic knowledge, skills, and cultural wealth that ELLs bring to the classroom, placing their cultural and linguistic experiences as a central component of lesson design. The article emphasizes the need for teacher education to prepare linguistically

responsive teachers who can understand the diverse backgrounds of ELLs and apply scaffolding teaching for diverse ELLs.

These articles' conceptual framework is based on sociocultural theory, which highlights the importance of culture and social interaction in learning and development. The theory emphasizes the cognitive aspect of learning and the importance of the learner's contributions to the learning context, leading to process approaches in language teaching, such as the genre approach, which emphasizes the social uses of language in context. The Funds of Knowledge theory is also drawn upon to identify the strengths and skills that students bring to the classroom. Together, these theories promote a student-centered and culturally responsive approach to teaching that recognizes cultural and linguistic diversity as strengths and values students' unique backgrounds and experiences.

This study also looked at Albert Bandura, the father of the Cognitive Theory, who is known for his social learning theory and he asserts that most human behaviour is learned through observation, imitation, and modelling. He is quite different from other learning theorists who merely look at learning as a direct result of conditioning, reinforcement, and punishment (Kurt, 2019). Based on previous studies, learning is defined as “A persisting change in human performance or performance potential as a result of the learner’s interaction with the environment” (Driscoll, 1994, pp. 8-9 as cited in Nabavi, 2012). Learning is also elucidated by Weinstein & Mayer (1986) as “The relatively permanent change in a person’s knowledge or behaviour due to experience” (p. 1040). On this point, Shuell (1986) clarified learning as “An enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience” (as cited in Nabavi, 2012).

Learning theories see the environment as the major force in students’ learning development (Hoffman, 1993). Scholars categorized learning theories as Behaviourism, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT). Bandura’s Social Cognitive theory has influenced many areas of inquiry: education, health sciences, social policy and psychotherapy among others and the process is based on observation (See Figure below).



Process of SLT and SCLT based on observation

The SLT and SCLT theories have often been called a bridge between behaviourist learning theories and cognitive learning theories because they encompass attention, memory, and motivation. It is also placed a heavy focus on cognitive concepts. On a closer observation, however, social cognitive theory has its roots in American behaviourism, but Bandura extends radical behaviourism to include cognitive factors in his account of social learning (Nabavi, 2012). Finally, as Green & Peil, in 2009 reported, Bandura has succeeded in using this cognitive theory to solve a number of global problems such as environmental conservation, poverty, soaring population growth and etc.

Bandura's Social Cognitive Learning Theory (SCLT) proposes a single internal principle, known as triadic reciprocity, which involves the reciprocal interaction of personal factors, behaviour, and the environment. Scholars like Betz (2007) and Green & Peil (2009) support this view and define human behaviour as a triadic, dynamic, and reciprocal interaction. According to McCormick and Martinko (2004), SCLT assumes that people can learn by observing others, and learning is an internal process that may or may not result in a behavior change. Betz (2007) also points out that some behaviour is directed toward specific goals, while others become self-regulated, and cognition plays a role in learning. Although SCLT has some limitations, such as its complexity and the focus on only one or two constructs, it is an evolving theory that is open to change and has an impressive research record concerning important human social behaviours. (Nabavi, 2012). Finally, Green & Peil, in 2009 reported, (as cited in RT Nabavi, 2012), Bandura tried to use cognitive theory to solve a number of global problems such as environmental conservation, poverty, soaring population growth and other social issues. Thus, the use of this theory as a framework for this study is justified.

METHOD

Plentiful of studies have applied the qualitative method and it has become a prominent method not only in social sciences but also in other fields. Qualitative method is used to investigate participants' experiences, opinions and beliefs which at the same time the researcher will able to get more explanations that cannot be achieved during the administration of the quantitative method (Percy, Kostere, & Kostere, 2015).

The purpose of this qualitative study in this current study was to examine four in-service secondary school teachers' culturally and linguistically responsive pedagogy (CLRP) teaching practices (Hollie, 2019, Gay, 2010; Lucas & Villegas, 2002) in two secondary schools; one is a rural school in Gerik, Perak and another, an urban school in Shah Alam, Selangor. The study was designed to understand how these teachers applied CLRP in their teaching and if they follow the exact activities in the CEFR induced Pulse 2 book or use some kind of integrated CLRP teaching materials. It is also to find out other challenging factors that might impact the implementation of this pedagogy. Guiding the study was a conceptual framework that identify the observable interactions between teachers, students, and content.

In many of English language research, qualitative style has been chosen to be used due to its' property which able to properly seek answers to questions by examining various social settings and the individuals who inhabit there, or about phenomena that occur in daily lives of people (Berg, 1995 as cited in Yan, 2019). Also, qualitative style would produce a more rounded and contextual understanding on the basis of rich, nuanced and detailed data (Seliger and Shohamy, 1989 cited in Ahdi Makmur, 2017). Qualitative research is a valuable approach that provides an interpretive and naturalistic perspective on the world. This methodology enables researchers to thoroughly examine individuals' and communities' encounters with educational systems, generating insights that can inform educational administrators and policymakers. Its value lies in its ability to support a comprehensive exploration of experiences, producing rich and nuanced findings that can benefit education stakeholders (Tilley, 2019). In short, it prioritizes to understand and describe social phenomena, people behaviours and actions that occur in natural settings.

On natural and more holistic point of views, more researches condone to the usage of qualitative style where they believe that, qualitative research is holistic (Bauman Z. et.al., 2002, Creswell, 2009), inductive (Earl, 2004, Creswell, 2009), and natural (Seliger and Shohamy, 1989; Creswell, 2009, cited in Ahdi Makmur, 2017). The social realities which become the object of the research cannot be separated and that, they should be analysed and explained in a single theme where the conclusion is more specified and not generalized.

The suitable research design is seen as the blueprint that would answer the research objectives and research questions. Creswell and Poth (2018) assert that there are five approaches to the research enquiry: phenomenological, grounded theory, narrative, case study, and ethnography.

Besides, by using the qualitative method, it is easier to control the pace of the interview session such as asking specific questions in order to elicit in-depth information from the participants. Thus, the current study adopts the qualitative research employing the case study approach.

CASE STUDY

Situating the research questions within a case study approach to examine elementary school teachers' CLRP focuses on the unique practices of teachers adopting this approach, how they came to this pedagogy, and how this pedagogy is used in affirming ways with students from CLD backgrounds. Moreover, the context of each teacher's classroom community was essential to understand the uniqueness of each case, especially given the types of interactions that occurred in the school and classroom setting. Therefore, to illuminate and crystallize the culturally and linguistically responsive teaching practices of teachers in this rural and urban secondary school, an interpretive, multiple case study approach using within-case analysis was chosen (Creswell, 2013; Merriam, 1998; Stake, 1995 as cited in Bellas, 2015).

This research is going to draw upon a case study of qualitative data comprising interviews with four teachers and lesson observations in the two schools; two teachers from a rural school, SMK Dato' Sri Wan Mohamed, Gerik, Perak (SMKDSWM). and another two teachers from an urban school, SMK Shah Alam in Selangor. They teach using the national curriculum system which applied the CEFR since the conception of The Roadmap 2015-2025, and the creative approaches taken by these teachers will be documented as they engage in relevant ways of getting their students to participate in the speaking activities.

Case study was selected because it treats the uniqueness of individual contexts and cases as fundamental to understanding (Stake, 1995, cited in Yan, 2020). This understanding is derived through the in-depth examination of contemporary phenomena within a bounded case (Creswell, 2013; Merriam, 1998; Miles & Huberman, 1994; Stake, 1995; Yin, 2009) and the ability to "take a particular case and know it well" (Stake, 1995, p.8). This emphasis on uniqueness is appropriate for this methodology because each teacher in this study has been identified as a unique case. Furthermore, case study helps those involved to gain a deeper understanding of a situation and its meaning (Merriam, 1998 as cited in Yan, 2020).

Another reason for using case study is because case study is found suitable as it is "a method of intensively studying a phenomenon over time within its natural setting in one or a few sites" (Bhattacharjee, 2012, p. 93 as cited in Nurul Ain Johar & Azlina Abdul Aziz, 2019). The study comes with a few data collection methods which are interviews and observations. The data collected may be "rich, detailed, and contextualized" (Bhattacharjee, 2012, p. 93 as cited in Nurul Ain Johar & Azlina Abdul Aziz, 2019). This multiplicity of data sources ensures that the issue is not limited to exploration through a single lens, but instead a variety of lenses or perspectives (Miles & Huberman, 1994; Stake, 1995; Baxter & Jack, 2008; Yin, 2014).

Given the continuing relationships between the schools and the researcher's university, this understanding would be mutually beneficial. Miles and Huberman (1994) represent the focus of case study as a heart enclosed by a circle. The heart represents the central focus of the study, while the circle indicates the outer boundary, or what was not studied. Although teachers in this study worked within the broader school and district context, the teachers and their instructional practices, attitudes, and beliefs were the focal of study.

Other rationale behind the selection of a case study approach stems from the author as primary instrument and mediator for data collection (Creswell, 2013; Merriam, 1998). Data were collected in close proximity to the local setting for a sustained period of time. This case was bound by time and place—the teaching practices of four teachers at two schools during the 2021–2022 school year. Multiple data sources (pre and post interviews, class observations, and notes) were collected and analyzed for emerging themes (within- case analysis). These sources were identified for their potential to provide intimate insight and descriptions of the setting, case, and phenomena under study (Merriam, 1998 as cited in Yan, 2020). Data collection and data analysis procedures are discussed further in the next sections.

The instruments that are used is interview, divided into pre and post interview sessions with the four respondent teachers involved and also non-participant classroom observations. Both pre and post interviews as well as non-participant classroom observations are to identify whether the induction of CLRP into the lesson plan would finally make a difference in helping to improve students' speaking ability.

ANALYSIS AND DISCUSSION

The data of this study were derived from two sources: i) semi-structured pre and post interviews and ii) observations. Respondent interviews, which added up to approximately 4 hours for all four teachers in total, were recorded using a digital recording device and transcribed. Data from the interviews were based on the 8 semi-structured pre and post interviews involving 4 participants who are two English teachers from a rural school in Gerik, Perak (SMK Dato' Sri Wan Mohamed - SMKDSWM) and two English teachers from an urban school in Shah Alam, Selangor (SMK Shah Alam - SMKSA). The interviews were transcribed and coded accordingly and themes were derived to help analyse the findings.

The interviews were transcribed and coded using the NVivo as present. All of the interview sessions were done in English with occasional Malay words or sentences, especially when it became a bit more informal. Code switching was done merely to be more relax and non-aggressive so the respondents will be more open to give any suggestions and recommendations later on. Both the transcriptions and translated versions were put through member checking with the participants to verify and ensure their accuracy. Then, analysis was carried out using the data to identify the emerging and recurring categories and based on these, the key themes were derived from both sources. Five major themes from pre-interview session on the

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application of culturally and linguistically responsive pedagogy in two selected classrooms in two selected schools are elaborated further, and listed below:

- Teaching Pedagogy
- Perception on CEFR Book Pulse
- Factors influencing the success of CLRP
- Personal views of support systems
- Sustainability Factors of CLRP

These themes were derived from thematic analysis following the Braun & Clark (2006) and Braun & Wilkinson (2003) framework. Based on the thematic analysis, the breakdown of the categories and themes were identified, and shown in Table 1.

Table 1: Summary of Categories, Themes and Sub-themes for Pre-Interview

Categories	Themes	Subthemes
- Pedagogy in teaching CLD students.	Teaching Pedagogy	1. Values of teaching: (quest. No1) 2. Source of Pedagogy from own experience and university subjects: (quest. No 2) 3. Pedagogical methods to teach CLD: (quest. No 3 and 8) 4. Methods used when using CLRP module given: (quest. no 4)
- Usage of the CEFR book	Perception on CEFR Book Pulse 2	1. Perception on CEFR book – Pulse 2: (quest. No 5 and 7) 2. Frequency of using CEFR book in teaching: (quest. No 6)
- Aspects of CLRP	Factors influencing the success of CLRP	1. Methods used: (quest. No 1) 2. The strength of ESL: (quest. No 2)

		3. Methods used when using CLRP module given: (quest. no 4)
- CLRP support system from home environment	Personal views of support systems	1. Relationship with parents: (quest. No 1) 2. Rural/Urban Challenges: (quest. No 2)
- Support for teachers working with CLD students		3. Parental Support: (quest. No 3) 4. Community support (No.4)
- Sustainability factors of CLRP	Sustainability Factors of CLRP	1. Personal potential (internal potential/internal capacity): (quest. No 1) 2. Capacity building support: (quest. No 2) 3. Localization of CEFR (quest. No 3)

After analysing the interview sessions and responses, there were few values that were derived from the teachers. Amongst them are; to learn language is to practice it and teachers need to create a positive and happy learning environment that will make the students become more participative and active in class. In addition, teachers need to provide ample opportunities for interaction no matter how weak the students are, by using encouraging teaching aids and materials that students like (movies, videos, etc).

Students should be encouraged to learn about the importance of respecting one another so they will not look down on friends who do not use English much or at all. Teachers should also allow the use of bilingualism (English and local language (Malay) so students would be eager to participate; this is especially for rural area students. Lastly, teaching the students different English vocabularies that are related to their daily activities will help to enhance their language in and outside of school.

In short, teachers' pedagogies were derived from not only discussions, lesson plans and workshops teachers have attended but also years of teaching experience they have. Teachers become more creative to help the students learn the language and they managed to create many interesting teaching aids and materials that are shared amongst themselves; be it within the

school or bigger scope, the world, through lesson plans sharing in the internet. Unlimited sources from the internet are also said to have helped in making a variety of pedagogy and have definitely helped in giving more ideas to the teachers so that they can attract the students with more relatable activities. Hence, CLD learners will get more benefits upon the correct usage of technology.

Hence, Alexander (2000) asserted that pedagogy is the discipline that deals with the theory and practice of teaching and how these effect students' learning, is supporting the analysed data. It is the discipline that deals with the theory and practice of education where it concerns the study of how best to teach. Teachers should consider students' background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

These teachers highly anticipate support systems in terms of workshop for all teachers to integrate CLRP in teaching English and this is confirmed when all four of them agreed in the interview session. They have mentioned directly or indirectly that the given CLRP infused lesson plan has proven to help in easing the teachers' way into teaching the lessons more effectively and let the students learn in a more secured and comfortable learning environment that they are more familiar with. Many scholars suggested that when students' home languages and culture are incorporated into the classroom, students are more likely to experience academic success. Accordingly, these home languages and culture can be used as important instructional resources (Delpit, 1995; Gay, 2016; Yosso, 2005).

Another source of data collection was through post interview session with the respondent teachers. The questions were derived from the research questions and analysis are compared to pre interview answers. The transcriptions were put through member checking with the participants to verify and ensure their accuracy. Then, analysis was carried out using the data to identify the emerging and recurring categories and based on these, the key themes were identified. These themes were derived from thematic analysis conducted using the Braun & Clark (2006) and Braun & Wilkinson (2003) framework. Based on the thematic analysis, the breakdown of the categories and themes were identified, and they are shown in Table 2 below.

Table 2: Summary of Categories, Themes and Sub-themes for Post Interview

Categories	Themes	Subthemes
- Language Approach	Identify language needs based on students' background	<ol style="list-style-type: none"> 1. Students' social background and language abilities (Quest 1) 2. Socialize and communicate with students in English inside and outside of class (Quest 1)

		<ol style="list-style-type: none"> 3. Communicating with students and identifying their daily activities and culture (Quest 1) 4. Using proofreading approach (Quest 1) 5. Using different teaching techniques (Quest 1) 6. Usage of mother tongue and translate to English (Quest 1)
- Materials Used for CLD students	Content from text book and from other resources	<ol style="list-style-type: none"> 1. Used text book but support with teaching aids (Quest 2) 2. Used local contents to explain certain issues or topics (Quest 2)
	Created own tasks and activities for CLD students	- Created own tasks or activities using local context or familiar overseas or local issues – teacher used general knowledge or previous experience (Quest 2)
- CLRP used and students' acceptance towards the pedagogy	Lessons with CLRP	<ol style="list-style-type: none"> 1. Used CLRP for weaker students (Quest 3a) 2. Used of local context has proven to influence positivity in speaking ability (Quest 3a) 3. The rural school teachers did their own CLRP module in tandem with the Ministry's module (Quest 3a & 3b) <p>- original module but change the tasks and activities to relate to local community's culture and activities in Perak</p>

- the local contents module is very significant to spark interest and motivate the students

Students' acceptance towards pedagogy (Quest 3b):

Students' acceptance

- interesting teaching style sparks interest
- teachers who allow usage of mother tongue (BM)
- the teachers correct students' error will motivate and encourage them
- other types of external motivation such as giving praises, better marks and small tokens to support the students to speak.

-
- Response to the Spark interests in The CLRP induced lesson plan motivate and boost students' English-speaking interests (Quest 4):
 - familiar local topic
 - simple and discussing about local culture
 - interesting activity
 - allowing students to use imaginations, sparked their interests
 - the familiarization has made them more interested to speak and discuss in English
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In short, the analysis showed that all respondent teachers are showing positive support towards students' way of learning English thus they tried to cater to the students' different background when they choose the language approach that later determine their teaching techniques. The subthemes supported the themes when respondent teachers mentioned that they prefer to socialize and communicate with students in English inside and outside of class especially in urban school. Also, teachers mentioned that they communicate with students and identify their daily activities and culture so they can suit the language approach to boost students' interest into speaking English. Other language approaches that have been identified were the proofreading approach, different language approaches and the usage of mother tongue which later be translate into English during the lessons.

In addition, the use of local cultural content in a teaching material to teach English is favoured to motivate the students in becoming more competent speakers in the long run. So, by introducing to them a simple but interesting part of locally infused activity, could help in motivating students into becoming a more capable speaker in the future. My anticipation is supported by Teo and Kaewsakul, (2016) when they mentioned that "the presence of cultural content in course books is also important for the development of students' intercultural communicative competence" (p.14). In another perspective, Anjaneyulu (2014) confirmed that, "the analysis of the textbook would yield insights as to its suitability... It was therefore important to examine whether it corresponded to the learners needs of the particular situation" (p.181). These two insights have shown that having a locally infused elements such as activities and exercises could very well develop the students' speaking ability as they would have more ideas to elaborate in a task.

Finally, from the analysis of the pre and post interview data, it has been discovered that students' English-speaking ability does rely heavily upon the interactions with the teachers and peers as they spend most of their time in school. Also, interactions at home and exposure to English supporting materials such as books, songs and TV shows will determine their speaking ability, especially in pronouncing English words and sentences better. After looking at the non-English speaking environment that most of them have, it can be concluded that when a student does not have the proper support from internal factors such as own determination, and practice as well as external factors such as peer and family supports, the speaking ability will develop at a later stage or maybe none at all.

Comparing the urban school to rural school, urban school has more exposure in terms of school environment where some are conversing in English even outside English lessons and home environment, where some are using English as the mother tongue with occasional Bahasa Melayu (BM) at home with the family. Also, environmental factors such as community also support the use of English like when they speak the language in daily activity such as buying groceries. Meanwhile in rural school, the opposite was observed. They lack the motivation to use English even in school or amongst themselves. During English lessons where the teachers

are using more English and support them to use it well, it is still very scarce that the students use English. They would use the language during presentation and only after a maximum coaxing from the teachers then they used it timidly. Communication tool in the rural area and outside English class is totally BM with some local language like Chinese and Orang Asli language.

Meanwhile, the challenges faced during online and face-to-face classroom observations also showed how important pedagogy to be related to cultural background. The online observations highlighted issues such as irregular internet connections, low student attendance and participation, and teacher demotivation due to student disinterest. Slow internet connections also disrupted class sessions and made conducting tests frustrating, particularly in rural schools. Teachers had to frequently restart the online classroom, which put pressure on both teachers and students. The teachers also noted that slow internet connections had become an excuse for students to disappear from the classroom during lessons.

This is especially critical in the rural area where many of them come from low income families and have to share gadgets amongst family members.

CONCLUSION

In conclusion, this study aimed to explore the different pedagogies used in teaching English as a second language (ESL) and English as a foreign language (EFL) in the Malaysian context, and to examine the connection between culturally and linguistically responsive pedagogy (CLRP) and students' ability to speak English. The study also observe students' speaking abilities in and outside of class and monitor whether they become more motivated to use English when using a CLRP-infused lesson plan. The research objectives included investigating teachers' language approach and materials that are responsive towards students' cultural and linguistic background, identifying whether CLRP is used in both schools and if there is a connection with students' English-speaking ability, and exploring the suitability of activities designed for culturally and linguistically diverse students. The study also investigated the possible use of CLRP during English lessons in pre-determined rural and urban classrooms. The findings of this study is hoped to contribute to the understanding of effective pedagogies in teaching English to culturally and linguistically diverse students in Malaysia.

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