

Multicultural Perspectives in General English Language Teaching as Reflected in EFL Teachers' Perceptions and the Existing Literature

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Abstract: The rapid emergence of multiculturalism is presenting education with new challenges and significant transformations in perspectives, teaching methods, content, etc. The present study aimed at exploring multicultural General English language teaching as reflected in the existing literature and EFL teachers' perceptions. To this end, Grounded Theory Methodology (GTM) was employed. The sample of the study consisted of 30 male and female General English teachers who were selected via convenience sampling from different universities of Iran. To collect the data, the relevant files from the previous literature (i.e., papers, books, theses and dissertations) and a semi-structured interview were utilized. Data analysis was conducted through coding procedures including open, axial and selective coding using MAXQDA Software. The following themes were extracted regarding reflection of multicultural General English language teaching in the existing literature: Teaching about racial discriminations, gender discriminations, social class discriminations, etc. Regarding reflection of multicultural General English language teaching in EFL teachers' perceptions, the identified themes include: Teaching communication skills, positive thinking, respect to differences, different cultures, etc. The findings' implications extend to teachers, General English teaching system, teacher instructors, and curriculum planners.

Keywords: General English Teaching, Multicultural Education, Multiculturalism, Multicultural Teaching

Introduction

Recently, the field of language teaching/learning has faced several challenges attributed to different sources including the introduction or emergence of multicultural societies wherein multicultural education is necessary (Zohrabi et al., 2019). According to Nanggala (2020), as a paradigm shift, multiculturalism has taken the attention of scholars in education systems.

To define multicultural education, as suggested by Wulandari (2020), multicultural education as a democratic concept means the emphasis on diversity of language and culture, broad-mindedness, mutual understanding and shared beliefs in various educational systems. Within multicultural education, the learner training targets at making him/her an advocate of cross-cultural ties and interaction (Motamed et al., 2013). According to McConnell (2008), multicultural education targets at acceptance of difference and diversity with the justification that the diversity and variety encourage learner involvement in multi-cultural communications. Multicultural education aims at educating all

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learners irrespective of their cultural, ethnic, color, religious and class background (Lie, 2000; Zohrabi et al., 2019).

Moreover, in the Iranian universities, English is taught in two forms including English for Specific Purposes (ESP) and teaching English for General Purpose (EGP) (Islam, 2015). To be more specific, ESP is considered a main component of a variety of fields with the aim of meeting non-English major learners' special and technical learning needs (Dudley-Evans & St John, 1998). However, before passing ESP courses, EFL learners should pass EGP courses at universities so that their general English proficiency is enhanced in terms of four main skills (Islam, 2015). A look at the General English language teaching in Iran shows that still traditional teaching methods are followed which lack novelty and creativity (Zohrabi et al., 2019).

Given that multicultural education has penetrated different educational systems in the World (Sadeghi, 2010), it seems that incorporating multicultural perspectives into General English language teaching brings about promising transformations in the existing EGP education system of Iran due to innovation and novelty inherent in multiculturalism (Ferrero, 2003). Considering that Iran is characterized by the co-existence of various languages, dialects, accents, customs and attitudes, sticking to traditional education devoid of multiculturalism is not efficient in responding to educational demands. Additionally, although multicultural education has been the center of some research works (e.g., Enyew & Melesse, 2018; Parker, 2019; Zohrabi et al., 2019), multicultural General English language teaching is a missing link in the Iran studies. To partially fill this gap, this study aimed at exploring multicultural General English language teaching as reflected in the existing literature and in EFL teachers' perceptions.

Literature Review

Theoretical Framework

Multicultural education theory informs this study theoretically. In spite of the fact that scholars have come to an agreement with respect to fundamental principles, concepts and directions, multicultural education is an eclectic field (Gay, 2004). Multicultural education theorists have argued for reforms focusing on pedagogy, teaching resources, curriculum and methodologies that reshape education to be fair and impartial. They consider teachers as change agents who make the whole educational reform easier (Cochran-Smith, 2004).

Multicultural education seeks to put oppression and suffering aside (Brosio, 2000) through combatting social biases, empowering learners and emphasizing morals and values (Capper, 1993; White et al., 2014). According to Darder (1991), multicultural education should seriously address the concept of cultural politics by legitimizing and challenging cultural experiences that comprise the histories and social realities of students' lives.

Multicultural Education

The aim of multicultural education is to initiate transformative changes in educational settings with the overarching goal of enhancing equitable educational opportunities for learners with different racial, ethnic, social-class and cultural backgrounds (Banks, 1995). Nieto's (2008) perspective, as referenced in Alismail (2016), maintains that the primary objective of multicultural education is not merely to foster positive human interactions, boost students' self-esteem, or preserve their native languages and cultures. Rather, there exists a consensus among prominent theorists in the field that these ancillary objectives serve as secondary aims, with the paramount focus being on advancing student learning (Alismail, 2016).

Theorists within multicultural education advocate for comprehensive alterations spanning pedagogy, teaching resources, curriculum, and methodologies, with the overarching objective of restructuring education to be equitable and impartial. Positioned as influential change agents, teachers

are deemed to play a critical role in facilitating broader school reforms (Cochran-Smith, 2004). Banks (1995) outlined five key aspects of multicultural education, including content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowerment of school ethos. Similarly, Sleeter and Grant (1987) classified varied strategies within multicultural education, including instructing the exceptional or culturally distinct, single group studies, human relations, pluralistic education, as well as social and reconstructivist educational approaches.

Related Studies

Enyew and Melesse (2018) explored and confirmed the implementation of multiculturalism at Ethiopian universities at different levels and dimensions. Although this study addressed multiculturalism in education at the university level, it did not explore the issue exclusively in the existing literature and English teachers' perspectives. In the research by Wei (2018), it was approved that while Chinese education system has been sensitive to multicultural principles, this has been done with a low pace. This study is a valuable attempt in exploration of multicultural principles in an EFL education system. However, it did not examine how teachers perceive this issue. In the work by Parker (2019), it was argued that it proves necessary for teacher education programs to be responsive to different dimensions of multiculturalism. Maybe, investigation of teacher educators' perspectives could reveal effective strategies for implementation of multiculturalism in teacher education programs. In the context of digital platforms, Shahami and Tahriri (2024) conducted a content analysis of the three popular English language teaching Instagram pages and found that the representation of culture was largely limited to products and persons, while practices and perspectives were not included. The finding suggests that even the most popular online learning materials may provide partial view of multiculturalism, and EFL teachers must critically analyze such materials when integrating them into general English teaching. Zohrabi et al. (2019) as Iranian researchers developed a pluralistic model of language teaching to be used in high schools of Iran which are the host of traditional education at the moment.

In a recent research trend, Pourdavood and Yan (2020) showed that training courses can lead to remarkable changes in teachers' conceptions of multicultural education. The same conclusion was put forth by Vassallo (2020). Finally, Beqiri and Sylaj (2021) examined and showed the influence of multiculturalism on students' socialization by assessing the perspectives of both instructors and learners. The reviewed studies show that missing in the literature is a study on multicultural perspectives in General English language teaching in the context of Iran. Accordingly, these research questions were tackled in present study:

Research Question One: How is multicultural General English language teaching reflected in the existing literature?

Research Question Two: What are university EFL teachers' perceptions of multicultural General English language teaching?

Methodology

Design and Participants

In this study, the content of the existing literature on multicultural education as well as the semi-structured interview data were qualitatively analyzed using Grounded Theory Methodology (GTM). In general, in grounded theory, the data is plowed to explore a construct, theme, or meaning in them (Glaser & Strauss, 1967).

The participants included 30 (12 males and 18 females) General English instructors. They were graduates with Master's and Ph.D. in TEFL field. They had teaching experience in general English courses from 4 to 25 years in various universities of Iran. They were faculty members of different branches of Islamic Azad University, Tarbiate Modarres University, Shiraz University, Isfahan University, etc. They were selected through convenience sampling. Their age range was 28-60. Their

first language was Persian. Data saturation was achieved after interviewing the 30th teacher. The participants were fully aware of the aims of this study, and ensured of keeping their personal information confidential.

Instruments

The following materials and instruments were employed in this study.

Existing Literature on Multiculturalism and Multicultural Education

The existing literature and documents on multiculturalism and multicultural education were meticulously analyzed by the researcher. They included books, articles, reports, theses, dissertations, etc. on multiculturalism and multicultural education, which were found by the researcher in the form of hard copy or electronic file. Some examples of such files include a dissertation conducted at Shiraz University by Zohrabi et al. (2019); a paper by Sadeghi (2010); and a paper by Motamed et al. (2013) in the context of Iran. In the foreign context, some examples include a paper by Beqiri and Sylaj (2021); a paper by Nanggala (2020); and a paper by Pourdavood and Yan (2020). These files were purposively selected and analyzed with no time frame. The main criterion for the inclusion in the study was their relevance to multiculturalism as well as multicultural education.

Semi-Structured Interview

This current research made use of a semi-structured interview. It comprised four open-ended questions (See Appendix). The interview questions addressed how multicultural education can be used in General English language teaching. They started from general questions and continued to more specific questions. The interview was conducted entirely in English with no time limitation. Moreover, each interview was taken individually through social networks such as WhatsApp and Telegram applications for the convenience of the interviewees. All the interviews were transcribed to create written data for analysis. Consequently, the transcribed version was subjected to thematic analysis using MAXQDA software.

In order to establish the dependability and credibility of the interview data, low-inference descriptors and member checks were utilized. Using low-inference descriptors means quoting of the interviewees. Member checking involves verifying interpretations with the interviewees to ensure whether their statements were accurately understood. More specifically, some interviewees were randomly asked to review the final themes and confirm them. To check inter-rater reliability of the interviews, an experienced researcher in qualitative data analysis was asked to analyze the interviews. The inter-rater reliability was .90.

Data Collection and Analysis

To gather the data, initially, existing literature and documents on multiculturalism and multicultural education was gathered. Subsequently, semi-structured interviews were conducted. As mentioned above, all the interviews were performed by the researcher through social networks for the ease of interviewees. Moreover, they were transcribed by the researcher to create verbatim written data for analysis. Then, the transcribed version of the interviews and the collected files through reviewing the existing literature were subjected to coding procedures including open, axial and selective coding via the MAXQDA to recognize the recurring patterns and themes. Accordingly, first, the files of the transcribed interviews and the literature were entered into the 'document system' of the MAXQDA through importing the data existing in the menu. Secondly, each file was meticulously read line by line to do open coding. For instance, the sentence 'Educators should teach learners how their race might act as a source of discrimination' was coded as racial discrimination. When each code was identified, it was entered into 'code system'. Next, the evidence related to each code was selected from 'retrieved segments' option in the MAXQDA and copied to be provided as evidence of each theme. Then, in axial

coding stage, codes conveying similar means were categorized as a theme. For example, codes ‘gender differences’ and ‘gender bias’ were categorized as ‘teaching about gender discriminations’. Next, in selective coding stage, the themes extracted were categorized as a whole concept (e.g., multicultural General English language teaching as reflected in the existing literature). Finally, through ‘creative coding’ option in the ‘visual tools’ option in the menu, the map of the extracted themes was drawn.

Results

In reference to the first research question ‘How is multicultural General English language teaching reflected in the existing literature?’, the following themes were extracted. It is worth noting that interpretation of these theme is beyond the patience of this section and is delayed to discussion section.

Teaching about Racial Discriminations

In accordance with this theme, multicultural General English language teaching should address racial discriminations. That is, learners should be taught about any discrimination in the education system related to their race or nation. This is apparent in the following extracts:

Multicultural education is expected to equip EFL learners with knowledge of racial discrimination. Educators should teach learners how their race might act as a source of discrimination. It is while the ideal situation is all learners are regarded equal regardless of their race. (Zohrabi et al., 2019)

Teaching about Gender Discriminations

In alignment with this theme, multicultural General English language teaching is tasked with teaching about discriminations related to gender of learners. This is contrary to the principle that male and female learners are the same in education. The following extracts illustrate this:

EFL learners should be taught on gender inequality. This is while both male and female learners should be treated with equality. (UNESCO, 2003)

Multicultural education should deal with gender inequality, particularly within educational environments. EFL teachers should show how this affects the quality of education. (Zohrabi et al., 2019)

Teaching about Social Class Discriminations

This theme signifies that multicultural General English language teaching needs to address social class-related discriminations in English classes. In other words, unfortunately, learners’ background in terms of their social class contributes to discrimination and bias. The following extract affirms this:

To present multicultural education, teachers should teach learners about confronting inequalities connected to their social class. EFL teachers should teach about biased treatment of learners due to their social class. (Shojaei et al., 2022)

Teaching about Language Discriminations

In this theme, it is emphasized that multicultural General English language teaching should be revolved around discriminations arising from learners’ mother tongue. The following ensuring extract provides support for this:

Multicultural education tries to show lack of existence of a neutral approach towards learners with diverse first languages. Having a certain mother tongue is a distinguishing point which distinguishes some learners from others. (Amiri Shayesteh & Baleghizadeh, 2023)

Teaching about Talent Discriminations

According to this theme, multicultural General English language teaching instructs learners on discriminations stemming from their specific talent in different branches. This is elucidated in the following extract:

EFL learners should undergo training to know that sometimes they are not provided with equitable treatment because of certain talents in different areas. In fact, this is not a justification for differential treatment among learners. (Zohrabi et al., 2019)

Teaching about Culture Discriminations

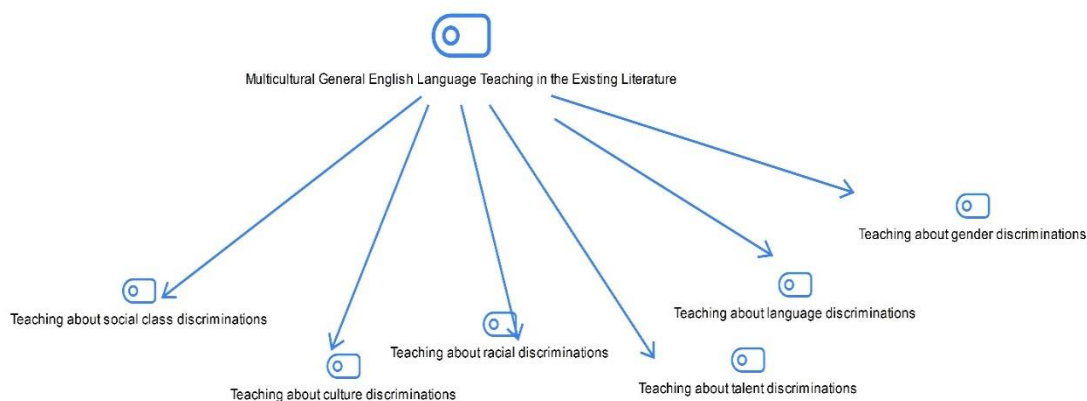
Based on this theme, General English language teaching should teach learners about inequalities stemming from cultural differences among them. This is substantiated by the following extract:

Multiculturalism provides guidance to learners on how to consciously consider cultural distinctions. They refer to biases towards certain cultures and, conversely, avoiding prejudice against others. (Banks,1995; Jenks et al., 2001)

Figure 1 illustrates the Max map of the themes related to multicultural General English language teaching in the existing literature.

Figure 1

Max Map of the Themes Related to Multicultural General English Language Teaching in the Existing Literature



Regarding the second research question ‘What are university EFL teachers’ perceptions of multicultural General English language teaching?’, the following themes were extracted:

Teaching Communication Skills

Within this theme, multicultural General English language teaching is tasked with teaching the necessary communicative skills to learners. That is, learners should learn communicative skills since they are very important in multicultural education. This is demonstrated in the following quotations:

EFL teachers in Multicultural Education are expected to teach learners improve their proficiency in communicative skills. Effective communication is essential for multicultural learning. (Participant 21)

Multicultural education should empower learners in communication skills, including social skills and social relations. (Participant 7)

Teaching Positive Thinking

The present theme highlights the importance of instilling positive thinking in learners in multicultural General English language teaching. This is reflected in the following quotations:

Learners are encouraged by multicultural education to learn positive thinking for the purpose of self-regulation and other-regulation. They are trained to reach a positive mindset. (Participant 2)

In multicultural principles, prioritizing positive thinking in learners, and making them informed of the power of positive thinking is emphasized. Here the belief is that emotions are bigger than reason. (Participant 24)

Teaching Respect to Differences

This theme emphasizes the impact of multicultural General English language teaching in guiding learners to appreciate differences and dignify them. The subsequent quotations show this notion:

Multicultural education is concerned with preparing learners to appreciate differences. They should learn that differences are coexistence opportunities. (Participant 18)

Multicultural teaching teaches learners the skills and knowledge necessary to help them embrace the existing differences among themselves and others. Understanding differences and accepting them is crucial in education. (Participant 10)

Teaching about Different Cultures

Within this theme, multicultural General English language teaching is tasked with instructing learners about different cultures. That is, teachers should train learners on multicultural content. This is supported by the following quotations:

Multicultural English teaching incorporates multicultural content into English teaching. The aim is to encourage learners to become familiar with different cultures. (Participant 7)

Encouraging learners to know about different cultures is a mission of multicultural teaching of general English. Learners should be taught about various cultures. (Participant 13)

Using Different Assessment Procedures

This theme stresses the importance of employing diverse assessment methods in multicultural teaching. This means that teachers should benefit from different methods of assessment. The quotations outlined below approve this point:

Teachers are expected to employ a variety of evaluation methods to ensure effective teaching and fair assessment of students' knowledge. Relying on a single evaluation method does not contribute to effective teaching. (Participant 28)

An English teacher recognizes that assessing students' learning should extend beyond traditional procedures, incorporating different techniques for learner assessment. (Participant 30)

Practicing Fairness in the Class

This theme highlights the role of classroom fairness in multicultural General English language teaching. The quotations listed here support this aspect:

Implementing fairness in class characterizes multicultural general English teaching. EFL learners should be provided with fair education in different aspects. (Participant 9)

Practicing fairness is indicative of multiculturalism in general English. Learners have the right to enjoy a fair teaching. (Participant 25)

Teaching Critical Thinking

This theme underlines the role of teaching critical thinking skills in multicultural General English language teaching. As shown by this theme, critical thinking of students should not be neglected. The following quotations corroborate this:

Learners should be instructed on critical thinking and self-reflection, to make general English teaching aligned with multicultural teaching. (Participant 16)

Teaching critical thinking to learners as an empowerment strategy is a building block of multicultural education. This is of significance in teaching general English multiculturally. (Participant 12)

Teaching through Various Teaching Methods

Within this theme, multicultural General English language teaching is concerned with using diverse teaching methods. The quotations presented below articulate this meaning:

Using a specific teaching method is not congruent with multicultural teaching. But teachers should use a variety of teaching methods. (Participant 7)

Variety should be injected to general English teaching methods if multiculturalism is sought to be implemented. Otherwise, general English teaching is traditional and devoid of multicultural principles. (Participant 11)

Teaching about Cooperation and Collaboration

This theme accentuates the significance of teaching about cooperation and collaboration and their importance in multicultural General English language teaching. The below quotations illustrate this view:

English teachers should take the importance of cooperation among students seriously. They should teach learners how collaboration can make learning more effective and useful. (Participant 20)

Cooperative learning is emphasized in multicultural education. Therefore, learners are required to be instructed in this regard. (Participant 4)

Figure 2 presents the Max map of the themes related to multicultural General English language teaching in EFL teachers' perceptions.

Figure 2

The Max Map of the Themes Related to Multicultural General English Language Teaching in EFL Teachers' Perceptions

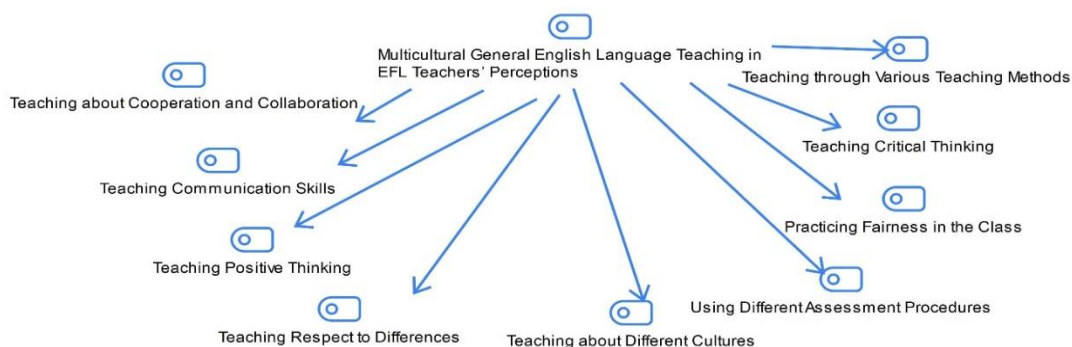


Table 1 shows the frequency and percentage of the themes in the interviews.

Table 1

Frequency and Percentage of the Themes in the Interviews

| Theme | Frequency | Percentage |
|--|-----------|------------|
| Teaching Communication Skills | 24 | 80% |
| Teaching Positive Thinking | 20 | 66.66% |
| Teaching Respect to Differences | 26 | 86.66% |
| Teaching about Different Cultures | 28 | 93.33% |
| Using Different Assessment Procedures | 23 | 76.66% |
| Practicing Fairness in the Class | 26 | 86.66% |
| Teaching Critical Thinking | 20 | 66.66% |
| Teaching through Various Teaching Methods | 21 | 70% |
| Teaching about Cooperation and Collaboration | 20 | 66.66% |

Discussion

The following themes were extracted regarding reflection of multicultural General English language teaching in the existing literature: Teaching about racial discriminations, Teaching about gender discriminations, Teaching about social class discriminations, Teaching about language discriminations, Teaching about talent discriminations, and Teaching about culture discriminations.

As mentioned above, the first theme ‘Teaching about racial discriminations’ corresponds with previous research by Zohrabi et al. (2019). The second theme ‘Teaching about gender discriminations’ was found in the studies by the UNESCO (2003) and Zohrabi et al. (2019). To support the third theme ‘Teaching about social class discriminations’ in the existing literature, the study by Shojaei et al. (2022) can be mentioned. The fourth theme ‘Teaching about language discriminations’ is consistent with the findings of the research by Amiri Shayesteh and Baleghizadeh (2023). The fifth theme ‘Teaching about talent discriminations’ was supported by Zohrabi et al. (2019). Evidence for the sixth theme ‘Teaching about culture discriminations’ in the existing literature was found in the studies by Banks (1995) and Jenks et al. (2001).

Hence, drawing from the study’s findings, it can be asserted that multicultural General English language teaching extends beyond imparting language skills to learners. But it addresses a spectrum of cultural, social, and linguistic considerations. Multicultural General English language teaching transcends conventional educational boundaries, establishing connections between education and broader societal aspects such as economics, ethics, ethnicity, gender, and language. A fundamental aspect of multicultural General English language teaching is its commitment to anti-racism and gender neutrality, creating an environment where learners are provided with fair teaching, treating all students equally irrespective of their gender or race. The essence of multicultural General English language teaching becomes tangible when educators treat students of diverse linguistic backgrounds equally, provide equitable instruction to those from various socio-cultural contexts, and ensure equal opportunities for students with differing talents.

Regarding reflection of multicultural General English language teaching in EFL teachers’ perceptions, the identified themes include: Teaching communication skills, Teaching positive thinking, Teaching respect to differences, Teaching about different cultures, Using different assessment procedures, Practicing fairness in the class, Teaching critical thinking, Teaching through various teaching methods, and Teaching about cooperation and collaboration.

Aligned with the findings, prior research (e.g., Parker, 2019) advocates for infusing communication skills into English Language Teaching (ELT). The identified themes also resonate with

the work of Pourdavood and Yan (2020), suggesting that multicultural teaching should uphold social relations while avoiding biased attitudes and behaviors. Additionally, the studies by Vassallo (2020) and Zohrabi et al. (2019) emphasize the importance of positive and critical thinking skills with respect to the context of multicultural education. Furthermore, scholars like Banks (1995) and Jenks et al. (2001) recommend the inclusion of various teaching and assessment methods to impart fundamental concepts of multicultural education to students. To account for the findings, General English language teaching based on multicultural education necessitates the cultivation of specific thinking skills, practical abilities, and knowledge. Multicultural education's dynamic nature demands the infusion of some specific features into education programs. EFL learners should be empowered with multicultural orientation. Teachers should attempt to encourage learners to practice positive thinking, criticality, difference recognition and acceptance, and cooperation in the process of General English learning. Sticking to traditional methods deprive learners from multicultural teaching.

The extracted themes revolve around two main pillars: Teaching communication, collaboration and thinking skills; and teaching based on diversity, fairness and differences. These key elements are basic to the realization of multicultural education for General English language teaching. Acknowledging the crucial role of these pillars allows top-level authorities in teacher education to assert the effectiveness of their endeavors to make teacher education genuinely multicultural; otherwise, it may remain a mere aspiration. In agreement with Starkey (2010), multicultural education appears more straightforward in theory as opposed to practical application. It is suggested that even though multicultural education is a widely incorporated concept, its efficacy may be unfamiliar to those not well-acquainted with its principles and components. Additionally, Coşgun and Savaş (2023) argued that English education should align with multicultural education principles to prioritize equity education and social justice. When teacher education adopts a multicultural framework, it is predicted to achieve remarkable outcomes in General English language teaching.

The findings reflect multicultural theorists' emphasis on transforming existing pedagogy, teaching resources, curriculum, and methodologies based on multicultural principles (Cochran-Smith, 2004). They also echo prejudice reduction, content integration and equity pedagogy as three aspects of multicultural education proposed by Banks (1995). The current state of General English language teaching in Iran is not rich in terms of these aspects and remarkable transformations are required in this regard. Otherwise, traditional methods and policies will remain in the system which make both teachers and learners demotivated and discouraged.

Conclusion and Implication

It can be inferred that multicultural General English language teaching is materialized through teaching about different kinds of discriminations including those related to race, culture, mother tongue, talent, and gender. It is through removing or reducing these challenges that multicultural General English language teaching can be implemented.

Furthermore, teachers of General English should go beyond traditional teaching to teach critical thinking, positive thinking, communication skills, difference respect, cultures, and collaboration through different teaching and assessment methods. This makes them near to multicultural teaching.

The rapid emergence of multiculturalism is introducing novel challenges and substantial transformations to us. The widespread integration of multicultural trends, innovations, technologies, and advancements have reshaped educational standards. The impact of this integration is so far-reaching that it extends all aspects and institutions of education. In spite of its newness, and complexity, one can assure that multiculturalism will result in swift, significant transformations in a variety of areas, particularly EFL teacher education. As a consequence, our reaction to this integration should be comprehensive, holistic and unified, engaging all stakeholders within the educational community.

This study may have the potential to mitigate the static status of the current Iranian English for general purposes (EGP) system and its policymaking and planning procedures, and lead to potential transformations in the system. EFL curriculum planners can benefit from this study in planning future

General English curricula so that future curricula are more reflective of multicultural principles. Teacher education instructors can also use the findings of current study in teaching English instructors. Finally, such a study can be a leading stance for teacher educators, and teachers in the area of EGP in reformulating their educational resources and methodology. This implies that new teacher training courses can be developed to make teachers familiar with multicultural education in General English language teaching.

Due to such limitations of the study as researcher bias, sample size, and the effect of cultural background of the participants on the findings, it is recommended that future studies replicate this study taking these limitations into account. For instance, although data saturation was the main criterion for the sample size of this study, a similar study with a larger sample may add to the validity of the findings. Moreover, controlling the cultural background of the participants may add to the depth of this study's findings. Additionally, because this study just explored teachers' perceptions using semi-structured interviews, future studies can resort to other tools including diaries, observation and narratives for triangulation purposes.

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Appendix

Interview Questions

1. How multicultural education be utilized in General English language teaching?
2. How multicultural education can be used in selecting teaching methods in General English language teaching?
3. How multicultural education can be used in selecting the content in General English language teaching?
4. How multicultural education can be used in management of teacher behaviors and classroom in General English language teaching?