

The Culturally Responsive Classroom Management Strategies (CRCM) in EFL Context: A Case Study of Iranian advanced EFL Learners

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ABSTRACT

Lack of multicultural competence can exacerbate the problems that teachers, have with classroom management. Therefore, conflicts are likely to occur when teachers and students come from different cultural backgrounds. Several theories have investigated CRCM. However, no single theory seems to adequately explain CRCM in EFL education. This study aims to identify the CRCM in EFL Context. Data were collected through observation, recording and interview. In the observation part, the researcher through conversation Analysis, took note of the kinds of activities the teachers used for different parts of their teaching. Then an interview was conducted to collect data from Thirty EFL teachers, and according to Grounded Theory the interviews were then transcribed and put in depth analysis through coding and memo writing. The results revealed that EFL teachers with BA degree used Establishing rules and Expectations, Making friends with students, Being flexible. EFL teachers and lecturers with MA degrees used - choosing syllabus and course materials based on students' cultures, remain nonjudgmental, management strategies, knowing students' cultural backgrounds, and EFL teachers and lecturers and faculty members with PhD degree used respecting students, accepting criticism from students, thinking and changing prejudices and biases, management strategies, knowing students' cultural background, teacher care.

Keyterms: Culture, Culturally Responsive Classroom Management, EFL Teachers, Multicultural Competence, Grounded Theory.

1. Introduction

"As a teacher I possess tremendous power to make a child's life miserable or joyful. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized" (Ginott, 1995).

Culture has been defined as "the system of values, beliefs, and ways of knowing that guide communities of people in their daily lives" (Trumbull, 2005).

Diversity of students in our classes has made lots of teachers to be incapable of managing their classes. Lack of multicultural competence on the part of both students and teachers exacerbates difficulties that most of the teachers have with classroom management. Teachers' expectations from their students are directly linked to the teachers' culture, and normally conflicts occur when teachers and students come from different cultural backgrounds.

Creating safe and productive environments with a diverse student population requires more than the strategies recommended in the original management literature (Brown, 2003, 2004; Thompson, 2004; Weinstein, Curran, & Tomlinson-Clarke, 2003; Weinstein, Tomlinson-Clarke, & Curran, 2004). Weinstein and her colleagues noted that to practice CRMC, teachers must (a) recognize their ethno centrism and understand the broader socio political context to understand that definitions of appropriate classroom behavior are culturally defined, (b) develop knowledge of their students' cultural backgrounds, (c) use culturally appropriate classroom-management strategies, and (d) build caring classroom communities (Weinstein, 2004).

In order to create a safe and motivating environment for students in which all students' culture is valued, a teacher should be authoritarian rather than authoritative. Delpit (1995) made a distinction between an authoritative teacher and an authoritarian one. She described authoritative teachers as teachers exhibiting personal power, earning respect rather than demanding it, setting standards and pushing students to meet them, and suggesting. In contrast, an authoritarian teacher is indirect in expressing expectations and expects obedience from students without justification.

Effective teaching is closely related to the establishment of relationship between the instructor and students. The teachers who have and show emotion are more successful in building positive relationship. For, they can create a caring environment for their students. Effective classroom management involves the ability to respond appropriately to the social, emotional, cultural, and cognitive needs of the learners. Brown (2004) stated that effectively managing students generally involves the ability to develop a classroom social environment in which students agree to cooperate with teachers and fellow students in pursuit of academic growth.

In order to have democracy in class, teachers should treat the students based on the cultural differences that exist in their classes. Therefore, s/he should try to know the culture of each student and s/he should be careful to manage his or her class culturally during the whole term or year. The teachers should be good listeners as well as good speakers. The present researcher has experienced caring and listening to her students many times in her classes which led to fruitful results. Therefore, she decided to research it scientifically and carefully to find the pros and cons of it thoroughly.

The present study used qualitative approaches for detecting culturally responsive classroom pattern and the factors affecting it in the context of EFL in Iran and also developed an instrument that can provide teachers and educators an efficient and reliable.

Applied linguistics and SLA¹ researchers have always been concerned with the problems language learners faced despite all the efforts they drop to learn a second or foreign language. Some of the learners confess that they do not like to learn because the teacher does not care about them or their culture is not valued in their class due to the fact that they are minority or their culture is not the one the teacher would prefer. Therefore, these students stop learning or their learning process is so slow compared with others whose culture is respected in class. Some teachers are not even aware of their being unfair to these students. Teacher reflection is a strategy which is rarely noticed by Iranian English language teachers and most teachers in Iran feel that they should keep distance with the students. Therefore, they just teach and test and get out of the way. These teachers believe that it is the responsibility of the learner to learn the lesson; so they do not care about the weak ones and in most cases they do not even think about them and their improvement, which is really de-motivating. These poor students' fault is mostly related to their different culture from that of their classmates and teacher. Their learning styles and strategies, their beliefs, experiences, ideals, expectations, attitudes, and lifestyles do not match those of the teacher's and other classmates. Culturally responsive classroom needs culturally responsive teachers to manage everything perfectly well and avoid resistance on the part of the students. The more biased teachers are for or against a particular culture in their classes, the more resistance they will experience on the part of their students, therefore, more conflict will arise between or among students from different cultural backgrounds.

Some EFL teachers in Iran disregard a caring atmosphere in their classes and they believe if they have a close relationship with their fellow students, the students might take advantage of the situation and might be less active.

¹ Second Language Acquisition

Brown (2004), however, states that "effective classroom management involves the ability of the teacher to respond appropriately to the emotional, social, ethnic, cultural, and cognitive needs of students" (p. 268). He further explains that the social environment of the class should be encouraging, so that all the students agree to cooperate and feel happy (Brown, 2004).

However, Iranian classroom management literature has not typically taken cultural inequities into account. In addition, multicultural education literature has often excluded classroom management. Taking all these into account, to fill in the hereto existing gap, this study will try not only to examine the existing challenges in Iranian diverse EFL setting but also to offer management solutions which are culturally responsive.

2. Definition and Significance of CRCM

The term culturally responsive classroom management was conceptualized by Weinstein et al. (2003); however, Hammond, Dupoux, and Ingalls (2004) termed the construct culturally relevant classroom management strategies (cited in Milner & Tenore, 2010). Culturally responsive classroom management (CRCM) help teachers better plan their classes being aware of the major premises established by Weinstein and colleagues (2003). The premises are as follows: "1) Recognize that we are all cultural beings, with our own beliefs, biases, and assumptions about human behavior; 2) Acknowledge cultural, racial, ethnic, and class differences that exist among people; 3) Understand the ways that schools reflect and perpetuate discriminatory practices of the larger society" (p. 270). Brown has also defined CRCM, using the term "culturally responsive teaching", as providing an environment for students in which teachers respond appropriately to the emotional, social, cognitive, and cultural needs of all students with diverse learning experiences (Brown, 2004). In a similar vein, Griner and Stewart (2012) cited Gay's definition (2000) and defined CRCM as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them" (page, 589). Still, Milner and Tenor (2010) cited Monroe and Obeidah's definition and defined CRCM as incorporating elements of students' home, personal, and community lives into the classroom (p. 571).

Furthermore, culturally responsive teaching involves meeting the needs of many students who are culturally, ethnically, cognitively, emotionally, economically, and socially diverse learners in the classroom. Therefore, ethnically and culturally relevant instructional materials and activities are implemented in a CRCM classroom. Culturally responsive teachers provide the students with materials that reflect their life, values and beliefs. Students feel at ease in these classes to express themselves freely without being judged (Brown, 2004; Delpit, 1995; Ladson-Billings, 1994).

Brown (2004) further under scored managing students cultural needs "the ability to develop a classroom social environment in which students agree to cooperate with teachers and fellow students in pursuit of academic growth" (p.268).

A more complicated definition was provided by Weinstein, et al (2004). In their definition CRCM is a frame of mind, not just a series of practices and strategies which can help teachers manage their classes. In this definition teachers recognize their biases and values and reflect on how they can influence their judgments about their students. The ultimate goal of management is "not to control or to achieve compliance but to provide all students with equitable opportunities for learning". They believe that "CRCM is classroom management in the service of social justice.

Bondy et al, considers a CRCM class a class which "creates a safe and productive environments" in which students can succeed and grow (p. 327).

Further explanation of Grounded theory will be presented in the next chapter as the methodology of my thesis.

3. Methodology

3.1. Qualitative Approach

A qualitative research design is concerned with establishing answers to the whys and how's of the phenomenon in a research question. The design of qualitative research is probably the most flexible of the various research techniques. Qualitative research seeks to achieve a better understanding of the social and human phenomena, also processes and meaning patterns involved, by describing the life world of participants from inside out (Flick, U., Von Kardoff, E., & Steinke, I. 2004). Contrary to quantitative research method which only consists of a linear process including data collection and data analysis aiming to find the relationship between variables by measuring them, qualitative data collection and analysis has a kind of flexibility and circular nature which could frequently overlap; furthermore, in this research design the emphasis is on in-depth understanding of the meaning in the particular individual cases, therefore, data collection procedure does not result in any kind of numerical data, instead the results are open-ended and methods used for analysing data are non-statistical (Dornyei, 2007). The role of the researcher in qualitative research is very important as the researcher his/herself is part of the research seeking to interact with participants in order to find rich and complex details in their experiences in the particular subject. Therefore, in writing a qualitative research, the researcher relies mostly on the perspective of the participants. This design also may be written from a personal, first person, subjective point of view in which the researcher positions herself or himself in the narrative (Creswell, 2014).

3.2. Constructive Grounded Theory

Charmaz' (2014) version of Grounded theory criticizes both Glaser and Strauss as being wrong in treating the researcher as a distant and objective observer during collecting and analysing the data. Charmaz believes: "data and theories are not discovered; rather we are a part of the world we study and the data we collect. we construct our grounded theories through our past and present involvements and interactions with people, perspectives and research practices" (Charmaz, 2014, P. 17). The emergence of grounded theory was because of its' explanatory power, modifiability, durability, conceptuality and its usefulness (Charmaz, 2014). Grounded theory takes place in a process. What is a process? A sequence that has clear beginning and ending and benchmarks in between, the sequences are actually linked and lead to a change. The sequence is as followed: gathering rich data, coding in Grounded Theory practice, memo writing, further selective data (theoretical sampling, saturation and sorting), reconstructing theory, writing the draft, reflecting on the process (Charmaz, 2014).

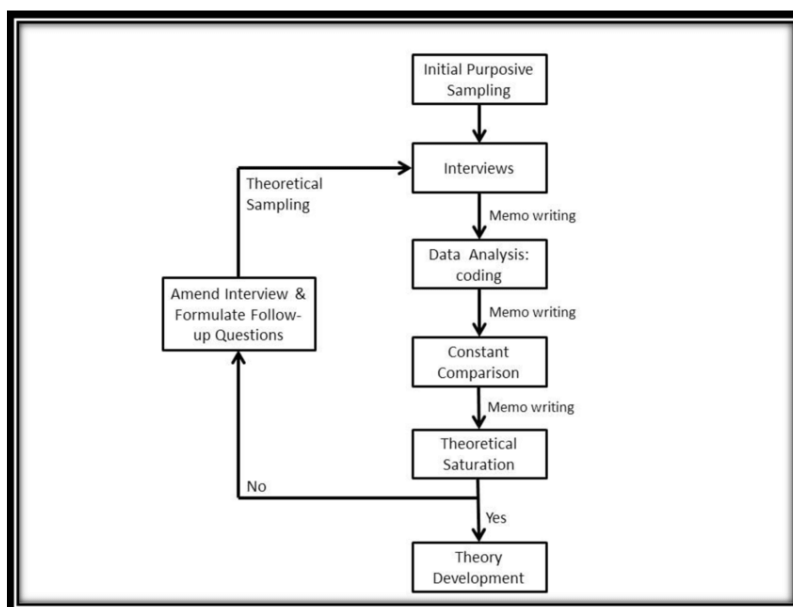


Figure 1- Iterative process of sampling in Grounded Theory analysis

4. Research Method (GT)

4.1. Participants and Theoretical Sampling in Grounded Theory

In grounded theory, researcher works with purposive sampling. In this research a purposive sampling has been done to select the initial participants. Instead of statistical sampling which starts with a representative sample of participants, theoretical sampling works by selecting subsequent objects based on the information which has emerged from the data already coded (Sarantakos 2005, p. 166). Grounded theory uses a form of purposive sampling known as theoretical sampling where the initial participants are selected according to a criteria specified by the researchers' research question. Later in the process the researcher keeps on adding to the sample until enough data is collected for describing what is going on in the situation under study and until theoretical saturation is reached, that is a point where data collection and analysis does no longer provide any useful information for the researcher. According to Sarantakos (2005), in theoretical sampling researcher selects subsequent subjects according to the research question and later in the process based on the information which has emerged from the data already coded. The flexibility of theoretical sampling allows the researcher to follow directions indicated by the data; hence, a reduction in sample size is possible by choosing appropriate participants (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Since the researcher does not know when this point will be reached, he/ she will not be able to determine the sample size. Glaser and Strauss (1967: 45) write that theoretical sampling is where, during the data collection process as part of theory generation, the researcher collects data, codes the data and analyses them and this analysis influences what data to collect next, from whom and where.

Fifteen EFL teachers (Language schools in Damavand city, Gilavand region, Tehran province) who teach at advanced level will participate in the present study. It will be conducted on academic year 1401-02. Both male and female teachers will be included in this study. They are homogenized and classified according to their teaching experience. Teachers who had taught English for more than five years will be chosen for this study. The participants of the present study will be selected using convenience sampling.

Therefore, in this study started procedures were done according to the set of rules and techniques of grounded theory in Culturally Responsive Classroom Management Strategies (CRCM). The study started with an observation. To fulfill the objectives of the present study, the following steps will be taken:

- 1- English teachers of teaching at advanced level will be selected to participate in the present study using availability sampling.
- 2- Then, the participants will be required to identify the problems they face during the teaching process.
- 3- In cases of no challenge, they will be required to highlight the ways which facilitate the teaching/learning process. This should be an ongoing process which every individual should embark on.
- 4- Afterwards, the researcher will interview them to see which strategy/strategies do they use when arising problems.
- 5- Next, the teachers are interviewed to examine the efficiency of those strategies.
- 6- Finally, the results will be summarized with reference to the existing problems, the strategies applied; their practicality in promoting culturally responsive instruction.

4.2. Data Analysis

In grounded Theory data collection and analysis occurred almost simultaneously during this study. To elaborate more, data collection, coding and analysis were cyclical rather than linear. As mentioned, the two processes of data collection and data analysis are done together; in this process some tools such as coding and memo writing could help us in the process of research. In line with the principles of grounded theory, the interviews were all audio-recorded to be transcribed verbatim and meticulously analyzed soon after the interviews through open coding and focused coding.

In short data collection begins by collecting data that is relevant to the topic of interest. Once a substantial amount of data has been collected, the researcher will then take a breath from data collection, stepping back to get a bird's eye view of the data. At this stage, the researcher looks for patterns in the data, working to develop a theory that could explain those patterns.

5. RESULTS

Qualitative of the study was conducted to investigate various standpoints of EFL teachers' culturally-responsive classroom management strategies. Different teachers had different conceptions of their experience. However, the teachers having the same qualifications expressed parallel ideas to some extent. In order to analyze the data, the method of thematic analysis. Instruments and Procedure (GT) (Figure- 2) was applied to identify the embedded themes throughout the interview. In this respect, first, the keyconcepts were identified via several critical reviews of the interviews and observations. Then, the data were coded to make the theme identification possible. Table 1. briefly presents the main culturally-responsive classroom management strategies reported by teachers having different qualifications.

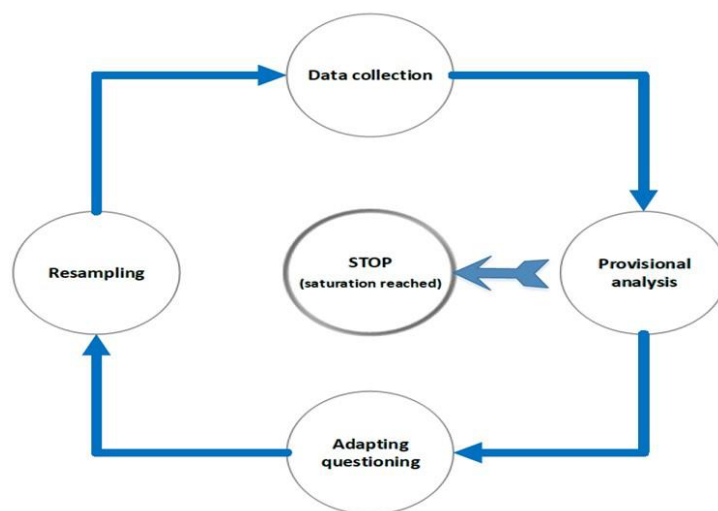


Figure 2- Iterative Process of Grounded Theory

Table 1- Examples of Culturally Responsive Classroom Management strategies

Themes	Examples
Establishing rules and Expectations	I establish the rules and set them with the students and make my expectations explicit. For example, about class time, discipline, their responsibilities,
Making friends with students	I communicate with them through social network, and call their first names.
Being flexible	I try to match class activities with the students' interests.
Choosing syllabus course materials based on students' cultures	I give my students some options so that the students can choose the option that best suits their culture.
Remain nonjudgmental	If I observe a kind of behavior which seems odd to me and to most of the students, I remain nonjudgmental and keep quiet. It might be part of the student's culture that is different from our culture.
Management strategies	I sometimes use the students' discourse style to be able to manage my class and reduce the distance students might feel.
Knowing students' cultural backgrounds	I try to understand about my students' cultural backgrounds directly and indirectly.
Respecting students	I respect their home culture and their identity.
Accepting criticism from students	My students can criticize during the class time or after the class and I think about their criticism.
Thinking and changing prejudices and biases	I always think whether I am unfair to some students without any reason or not.
Teacher care	I share their interests, call them by their first names and tell them that I love them.

An overview of culturally responsive management strategies in EFL education is presented in Table 2. Then factors are discussed separately regarding teachers having BA, MA, and the PhD degree.

Table 2- An Overview of Culturally responsive management strategies in EFL education

Degree	Factors
BA degree	1. Establishing rules and Expectations 2. Making friends with students 3. Being flexible
MA degree	1. Choosing syllabus and course materials based on students' cultures 2. Remain nonjudgmental 3. Management strategies 4. Knowing students' cultural backgrounds
PhD degree	1. Respecting students 2. Accepting criticism from students 3. Thinking and changing prejudices and biases 4. Management strategies 5. Knowing students' cultural background 6. Teacher care

5.1. Teachers with BA degree

Most influential factors affecting teachers' culturally responsive classroom management strategies are presented in Table 3.

Table 3- Main CRCM strategies used by teachers with BA degree

Degree	Factors
BA degree	1. Establishing rules and Expectations 2. Making friends with students 3. Being flexible

5.1.1. Establishing rules and Expectations

Eleven out of fourteen teachers having BA degree highlighted the importance of establishing rules and expectations as the most affecting factor in their management strategies program. They believed that setting rules and expecting students to obey the regulations helped them manage different students with various cultural heritages better. For instance, one of the participants asserted that I list the important rules the first session and emphasize that if they want to be successful they'd better pay attention to them and I remind them about the rules during the term. Another teacher expressed that I set the rules with the students and ask them to stick to them during the term. Still another teacher revealed that I set the rules for both the students' behavior and their academic success the first session, but it takes at least five sessions to establish them thoroughly in my classes. However, one of the teachers

who pinpointed the role of rule setting in the class confessed that I usually start establishing rules and regulations very successfully in the beginning sessions but it melts after a while and I cannot criticize the students who do not do their duties. I don't like that but it is something in my personality, I am not very strict and I take things easy.

5.1.2. Making friends with students

This was the second effective factor the teachers with BA degree paid attention to. A 24 year old female teacher expressed that I call my students by their first names and behave in a friendly manner I try to know about their cultural background and talk about myself with them. Likewise, a 25 year old male teacher expressed that I share their interests. If my students are interested in football, I try to get information about the recent games and I talk to them about their favorite team. This way, they like me more and care about the lessons more. For, they know that I care about them. Some of my students talk to me about their problems and ask me to help them with the lessons they have problems understanding. A 38 year old female teacher believed that it is necessary to make friends with students; otherwise, they start bothering you in different ways. I try to have sense of humor in the class and laugh with them. I also admire the students who have sense of humor but I don't let them make fun of their classmates. Finally a 32 year old male teacher expressed that I try to have a friendly relationship with my students but I don't let them go far; for example to touch my shoulder or to talk to me the way they talk with their classmates. For teachers with MA degree, making friends with students were less important. Two of teachers emphasized making friends with the students and motivating them to study this way. Others tried to build their relationship with students in other ways. For the teachers with PhD degree, making friends with students was not very important. Only one of them expressed that I try to make friends with the students and it is not important for me if they take advantage of it. I take part in their funeral ceremonies when they lose one of the members of their families and sometimes they give me a ride home or I give them a ride home.

5.1.3. Being flexible

Teachers with BA degree considered flexibility of the teacher as a major point in class management. One of the teachers stated that I adapt my teaching style with my students' style. If they are not comfortable working in a group I let them change their group or do the activity individually. Another teacher maintained that she adapts lessons based on students' levels or interests.

I choose the topics for speaking, writing, reading or sometimes listening based on my Student's interests and I select reading texts based on their level. If the students are not enjoying the activities I make the tasks more interesting, provide them with more information, or change them completely.

In a similar vein, another teacher expressed that: I put my students at ease and match myself with them because I know that they can't learn anything in a stressful environment. I repeat the materials and change my teaching strategies so that they can learn. Finally, a teacher expressed that I am more tolerant with weak and shy students. I give them more time and provide them with less serious feedback.

In this regard, some of the teachers with MA and PhD teachers also maintained that flexibility was important. A teacher with MA degree expressed that flexibility of teachers help them face with less problems in their classes. Teachers who are not flexible have boring classes and they cannot attract the students. A PhD teacher also believed that flexibility is an important quality in a person especially teachers. She believed that flexible teachers are successful teachers and they are creative people who can provide the students with interesting classes in which students can grow and improve their self-esteem.

5.1.4. Teachers with MA degree

Table 4- Main CRCM strategies used by teachers with MA degree

Degree	Factors
MA degrees	Choosing syllabus and course materials based on students' cultures Remain nonjudgmental Management strategies Knowing students' cultural background

5.1.5. Choosing syllabus and course materials based on students' cultures

Twelve out of Sixteen MA teachers who participated in the study mentioned the role of syllabus and course materials as the most important factor affecting their management in their classes. They believed that the contents should be based on students' culture and their daily life. The students must see themselves in their books otherwise they will discontinue learning them. If the identity of the students is highlighted in the books, they are more interested in the materials and they are motivated to learn better. An MA teacher expressed that we are not permitted to select the materials. They are already selected for us in institutes but there are still some activities that provides the students with options and I ask the students to choose the options based on their culture and I value all ideas in my class

The importance of selecting the syllabus and materials based on students' cultures was highlighted by some students. A 24 year old female teacher expressed that I select the course material based on my students' interests if I am allowed to. She further continued the institutes usually select the syllabus and the contents are decided for us but I like to set them with my students. Likewise, a 25 year old male teacher believed that the materials students study should be based on their culture and they should be familiar with the topics discussed in the books. He explained that he had problem teaching the students some of the concepts the students didn't know. My students had problems with some of the lessons in the book like a child being raised by gay parents or being a surrogate mother.

A 38 year old teacher believed that: the course content shouldn't be too easy or too difficult and it should be based on the students' interests. I usually provide options for the students to choose some parts themselves for example topic of their speaking or writing. This way they feel that they are respected in the class; therefore they are motivated.

Finally, a 40 year old teacher maintained that I ask my students about their interests and I arrange the class syllabus based on their interests. For example, in the reading part we select the passages that most students find interesting.

Only two out of eighteen BA students mentioned the importance of selecting the syllabus and materials based on students' cultures as an important factor. Most of them believed that they could not select the contents they were teaching as they are selected and graded in advance and they should just obey the rules and teach them.

It was also an important criterion for PhD teachers and was explained in the next part related to PhD instructors.

5.1.6. Remain nonjudgmental

Ten out of Sixteen MA teachers believed that the teachers should not judge the students. Prejudice ruins everything and sometimes demotivates the students. Some teachers take some students by hand while others by the wrist. One participant stated that

It sometimes happened to me that I prejudged some learners based on their clothes and I paid more attention to them or I ignored them in my class. However, in a short time I realized that I was mistaken and my judgment was completely wrong. It is very difficult to stop judging about the students but it is possible not to let this judgment affect our decision about the students. It needs practice. Now every time I start judging about my students, a reminder in my mind tells me I am wrong and I stop it.

Another MA teacher revealed that I didn't like Indian people because they ate their food using their hands and it affected on my teaching. Then I changed my attitude about them and everything improved in my class, namely my relationship with my students, their motivation, and their learning. By the same token, another participant stated that no matter how hard I try to stop judging my students, I still do it because it is part of our Iranian culture. We usually attach some kinds of behavior to people coming from different cities in Iran. But I have tried not to do it anymore and I have been successful to a great extent. Finally an MA teacher expressed that not only do I disregard judging in my classes, but I also teach my students not to do it. I teach them the strategies they can use in order to get rid of this unwilling behavior.

5.1.7. Culturally-appropriate management strategies

This factor was an important criterion for MA teachers and 12 out of 16 teachers emphasized the role of management strategies. One participant stated that I pay attention to the students' cultural heritage and I try to get information about their home culture and their cities. This way I can communicate with them better and I can manage my classes easily.

Another participant believed that: if teachers cannot manage their class culturally they will face by problems in their classes. For me all the students are the same. But sometimes I pay more attention to the reserved students or the students who have a kind of disability. This way, the other students can learn to be responsible for their friends' learning as well as their own learning.

Still another participant maintained that a class is a small community in which people with different attitudes are present. I like my students' accents and I help them to represent themselves the way they are. I help them not to hide themselves and teach them to respect other students' cultures. Finally, an MA participant regarded team work and group work an important task. She stated that I form groups and I ask the students to team up. This way I can manage everything better and students can get the help of their classmates as well as their teachers.

BA teachers didn't consider cultural management as an important criterion. Only two of them referred to the cultural aspect of management and the others pointed out other forms of management strategies. However, they were interested in the point and some of them decided to add it to their management strategies as one of them stated that, it is really thought provoking I will consider it in my classes from now on.

This factor was also a prominent factor for PhD teachers and it was presented in the following section.

5.1.8. Knowing students' cultural backgrounds

This issue was mentioned by MA teachers as an important factor. About 75 percent of the MA teachers argued that it is necessary for teachers to know about their students' cultural backgrounds. Some of them mentioned that they asked this question directly from the students while others preferred to tackle the issue indirectly.

One participant expressed that: I try to raise different issues related to different cultures of various cities in my country and I value all of them. Then I emphasize that identity of all the people in the world should be respected. Also I ask about their home culture directly and we all listen. This way I can learn about them, teach them, and communicate with them better and easier.

Another MA participant mentioned that: I try to get to know my students indirectly; therefore I study their behavior carefully and when they act strangely I consider it as part of their home culture which is different from ours. This way I can communicate with them better and less resistance happen in my class on the part of my students.

This criterion was not mentioned as an important criterion for teachers with BA degree. Only one of them mentioned it indirectly by saying that I respect all of my students equally no matter what their home culture is.

Knowing students cultural background was also important for teachers having PhD. 17 out of 22 mentioned that it is necessary for a teacher to know about students' cultures. One of them mentioned that if a teacher doesn't know the cultural heritage of students he cannot help his or her students that much.

Table 5- Main CRCM strategies used by teachers with Ph Degrees

Degree	Factors
PhD degrees	1. Respecting students 2. Accepting criticism from students 3. Thinking and changing prejudices and biases 4. Management strategies 5. Knowing students' cultural background 6. Teacher care

5.1.9. Respecting Students

Respecting students was the most prominent factor for teachers with PhD. 19 out of 22 teachers maintained that in order to have a culturally responsive class; a teacher must respect every individual student in her/ his class. Teachers should have eye contact with all students and every individual's ideas must be accountable. For example, one of the participants stated that I respect all my students the same. No matter what cultural background they are coming from or whether they are wealthy or not. I respect each individual student for his/ her own sake. Another participant maintained that I respect the weak and strong students the same. I encourage the students who are improving but I never have disrespectful attitude towards the weak ones. I respect them all.

This point was mentioned by 3 teachers with MA degree out of 16 and only one participant with BA degree considered it as an issue.

5.1.10. Accepting criticism from students

This factor was also one of the key factors PhD participants paid attention to more than others. Most of them expressed that they let students criticize orally or written in their classes. For instance, one of them stated that I accept criticism with open arms. I teach my students to be critical and challenge my teaching process. My students provide me with fruitful ideas about what goes on in the class. I ask my students to write their suggestions and criticism on a piece of paper without mentioning their names. I still have some of them.

In a similar vein, another PhD participant asserted that criticism can have a very helpful effect.

I have learned many things from my students' comments on my teaching style, my behavior, class activities, and assessment. Criticism is routine in my classes. I criticize my students and they have the right to criticize me. I never criticize their personality. I criticize their work and I do it with great care using appropriate facial expressions and mild tone of voice. As such, they accept criticism and they learn how to criticize in order not to hurt others. Criticism can prod both teachers and students to put forth their best efforts, while maintaining both their confidence and their focus on goals.

Still another PhD participant uttered that: I listen to my students' suggestions and criticism very carefully and calmly. I set all the course requirements and assessment procedure with my students the first session. However, during the term we can change some of them my students are not happy with. If they don't enjoy doing the activities, I replace the activities with the ones my students are more interested in.

Finally another participant maintained that: I let my students criticize my classes and it doesn't have a negative effect on their final score and my behavior with them. Once they asked me to explain the linguistics lesson both in English and in Persian, and I did it. They were more interested in linguistics and some of them even decided to study linguistics for their MA. I always teach my students to criticize and accept criticism.

BA participants and MA ones did not consider criticism an important issue and only two BA participants and 5 MA ones mentioned it.

5.1.11. Thinking about and changing prejudices and biases

Thinking about and changing biases was mentioned by 17 PhD participants. Most of them agreed that critical reflection is necessary and all teachers reflect on the attitudes they bring into the classroom.

One of the participants mentioned that: it is a kind of self-discovery. I always reflect on what I did during the day in my classes and critically evaluate myself about many important issues; such as, being fair to every individual student, not hurting students, behaving well to all of the students. Sometimes I ask my students to give me feedback about my behavior. I record them in my notebook and I try to change them.

Another participant stated that: Most of the education we experienced was based on dictatorship and the teacher had the power to impose many things on the students and the students didn't have right to complain about them. Therefore, when we start teaching we carry them to our classes unconsciously. I started thinking about my biases when I gained experience. In the beginning i was very strict with some students but now I think I have changed a lot but I still have some biases and I need to do more self-discovery to transform them. For example, once I treated with one of my students unfairly because another teacher said the student was so proud and selfish then I regretted.

Still another participant explained that: Teachers should be like physicians. Physicians treat all the people regardless of who they are. We should do the same. Most of us think that we are not racist, sexist, and we don't have other oppressive beliefs, but unfortunately we are. Most of us carry with us these oppressive beliefs to our classrooms which are dangerous and we might hurt the students unwillingly. I always ponder on my beliefs and try to eradicate the negative ones.

Some PhD participants felt the need of adding this issue to teacher education programs; so that it can help move teachers toward transforming their racial and cultural views.

For instance one of them expressed that: When I started teaching I didn't know anything about the point that my biases for or against students without any logical reason can be harmful and can de motivate my students. I understood that after gaining some experience in teaching and reading an article in my PhD course that gave me insight about the issue, I changed. I believe that teacher educators in institutes and universities should include this prominent issue in their teacher educator program.

Two MA participants also mentioned this issue slightly. However none of the BA participants considered it as an important issue in culturally responsive classroom management.

5.1.12. Culturally appropriate management strategies

PhD participants like MA participant considered cultural management a significant criteria in CRCM. One of them mentioned that I teach my students to respect other cultures and be proud of their own culture. I include the culture of my students in the activities and discussions. Another participant maintained that I get to know my students and localize the teaching materials based on their culture, so that my students can see themselves and their lifestyle in it. Still another participant stated that I try to learn something about the cities my students are originally from and talk about them in the class.

5.1.13. Knowing students' cultural background

Most of the PhD participants expressed that they try to get to know about their students' religious beliefs, social background, and economical background. However, political background was the area most of them didn't like to discuss in their classes. One of the participants said that I ask my students about their religion. Most of them are Muslims and Muslims are either Shia or Soni. I try to react positively to both groups. This point was also an important issue for MA participants but not for the BA ones.

5.1.14. Teacher care

Most of the PhD participants considered caring principle as an important criterion in culturally responsive classroom management. They cared about and cared for students using different strategies. For example, one of them uttered that I learn my students' name during the first sessions and call them by their names. This way they understand that they are important to me. After some sessions, I call them by their first names.

Another PhD participant stressed that: I care for all my students. I love all my students and i develop this love myself. I have learned to love all my students. When I enter my class for the first session I try to leave a good impression by smiling and paying attention to all my students through eye contact. During the first sessions I try to find a positive characteristic in each person for which i love her or him. This way we can communicate better and my students feel that they are family members and they will have a sense of belonging. All individuals are accountable in my classes and all ideas are appreciated.

Still another participant maintained that: A classroom is a small community with some members getting together for a special purpose. I care for my students using verbal and nonverbal immediacy to encourage them to be more active and reduce their stress. This way they feel that they are a member of this community. Once in one of my classes I said that villagers are original people. Then immediately one of my students said that he was a villager and he came a long distance to reach the class. He became very active after that.

Finally another participant cared for her students using different techniques she said that I care for all of my students. If I feel one of my students has a problem I ask him or her about the problem and I listen to them. I try to

learn something about each student of mine; for example their children's name if they have, their interests; therefore, I communicate with them better by asking questions related to their children or their hobbies.

3 BA participants and 6 MA participants mentioned the caring criterion as an important criterion for a class to be managed culturally responsive.

5.1.15. Themes Emerged from Thematic Analysis of Interviews

Review of the related literature and information gathered through the interviews helped to classify the emerging themes into five major constructs. A brief explanation of the constructs is presented as following:

1. Knowledge of students' cultures: Refers to EFL teachers' knowledge of students' backgrounds. Teachers do their best to get to know students' cultural heritage, learning styles, communication styles, religious beliefs, economical status, and social status, values, history, and discipline styles. Students come from different families. Some have strong religious beliefs while others do not care about religion. Some students' home cultures are closer to those of the teacher's or other classmates who build the major group in a class. These minority groups of students are usually marginalized and ignored by the teacher or other classmates. EFL Teachers need to know their background in order to be able to communicate meaningfully with them. If teachers ask the marginalized students to follow the mainstream education and disregard their home culture, they will suffer a lot and will resist more.
2. Recognition of one's own prejudices and biases: Refers to the fact that teachers have bias for some students and against some others without any logical reason. Hence they need to be aware of their biases or prejudices in order to control them. Many teachers maintain that they are not racist or sexist, however, when they review their assumptions and give each one a second thought they confess that they are. Therefore, they should make sure what their biases are regarding race, social class, ethnic groups etc. Critical thinking skills help teachers focus on their biases and prejudices and make an effort to change them.
3. Culturally appropriate management strategies: Refers to the fact that students' home culture should be reflected on and teachers should think about what they studied and how they studied them. The activities and teaching materials are required to be in harmony with the students' home culture and teachers need to try their best not to blame the minority students whose culture is so distinct from the mainstream education.
4. Creating caring classrooms: refers to developing a class atmosphere to which students have a sense of belonging. In such a class the students are cared for and loved. The environment of the class is friendly and the students' success and failures is important to the teacher. It seems that they belong to the same family.
5. Expression of students' suggestions and criticism: Refers to acceptance of criticism and suggestions by teachers. Students should have the right to say what to learn and how to learn. Furthermore, they are required to feel at ease to express their ideas in the class. A culturally responsive teacher accepts students' criticisms and suggestions with open arms and teaches the students to be critical as well.

6. Conclusions

The materials and students' course books at most of English language classes and universities has little relationship with the local culture of the learners. Furthermore, learners must match themselves with the learning style and strategies the teachers impose on them. Still another point is that very few teachers and lecturers are familiar with culturally responsive management strategies and if they are familiar with them they hardly apply them in their classes. For example, teacher reflection which is emphasized in CRCM classes can solve a lot of problems teachers face with in their classes. A great number of teachers are not aware of their biases for or against things or certain behaviors in institutes and universities. Learners who sit in the same class come from different families and their home culture might be different. Economical problems are one reason that separates the students from one another. They might also belong to different social classes. Therefore, the teachers' roles and their beliefs are very important. This study investigated EFL teachers' culturally responsive classroom management strategies to propose a model of CRCM. Through a mixed methods study, the major themes related to culturally responsive management of the teachers were identified. With the help of the literature and the qualitative phase of the study five themes were extracted namely, knowledge of students' cultures, recognition of one's own biases, culturally appropriate management strategies, creating caring classrooms, and accepting criticism. The themes which were the constructs of our study were used to construct a measurement tool named culturally responsive classroom management (CRCM).

The study also intended to identify significant differences among PhD, MA, and BA teachers as well as variations between male and female students concerning the different constructs of CRCM. Finally, the study tried to find if EFL teachers' field of study namely, translation, applied linguistics, and literature are different in terms of using CRCM.

The findings indicated that the most important culturally responsive management strategies EFL teachers having BA used were establishing rules and expectations, making friends with students, and being flexible. EFL teachers with MA mainly used selecting syllabus and course materials based on students' cultures, remaining non-judgmental, management strategies, and knowing students' cultural backgrounds as CRCM strategies. Finally,

CRCM strategies of EFL teachers having PhD included respecting others, accepting criticism from students, thinking and changing one's prejudices and biases, management strategies, knowing students' cultural background, and teacher care.

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