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Expatriate Teachers' Multicultural Competence and Students' Attitude towards the Expatriate

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Abstract

This study focused on the competencies that expatriate teachers have and the attitudes of their local students towards them. The study adopted a non- experimental design which followed a mixed research approach. The general objective of the study was to investigate expatriate teachers' multicultural competencies and the attitude of their students towards them. The study was conducted in Wolayta Sodo University. So, selected expatriate teachers teaching at Wolyta Soddo University and their students were participants of the study. The specific research questions include: Do expatriate instructors have Knowledge about multiculturalism? Do the expatriate instructors have awareness on multiculturalism? What multicultural skills do participant expatriate instructors have? And what are the attitudes of both expatriate teachers and their students towards one another? Questionnaire and personal interviews were used as the data gathering instruments. The sampling technique that were employed was convenience sampling. For this research, responses to questions were converted to percentage and this information was represented as frequency distributions in table form. The interview data was transcribed, thematized and interpreted based on the themes. The findings of the study depicted that the majority of participant expatriate teachers did not have knowledge of multiculturalism which is one element of multicultural competence. But they were found having a considerable awareness and skills on multiculturalism which are the other two elements of multiculturalism. The result also showed that local students have a 'fair' attitude towards expatriate teachers though they preferred Ethiopian (local) teachers when they were given a chance to tell their choice between the two groups. Induction training, cross-cultural exchanges, pedagogical trainings for the expatriate teachers were among the recommendations.

Keywords: Culture, Multicultural, Multicultural Competence, Expatriate Teachers, Background, Justification

Reference to this paper should be made as follows:

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INTRODUCTION

According to Cross (2001), culture is "the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group." Culture may include, but is not limited to, race, ethnicity, national origin, and migration background; sex, gender, gender identity, or gender expression; sexual orientation and marital or partner status; age and socioeconomic class; religious and political belief or affiliation; and physical, mental, or cognitive disability.

Assuming the many sides of culture, it is goo to notice that every exchange is, potentially, a cross- cultural exchange; two individuals are unlikely to be identical in every aspect of cultural identity and expression.

The Social works dictionary (5th edition) defines multiculturalism as "an orientation that recognizes, supports, and accommodates a variety of sociocultural practices and traditions . . . and promotes the value of diversity as a core principle" (National Association of Social Workers, 2003).

Cultural competence, on the other hand, is defined as "the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each" (National Association of Social Workers, 2007).

In its broadest sense, multicultural competence can be defined as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2006, p. 12). The important elements of this definition of multiculturalism include 'effectively' and 'appropriately'. They stipulate that interaction with others (people with a different culture from ours) need the development of effective and appropriate multicultural competence.

Multicultural education is described by Banks (in Banks, 2002) as an idea, a movement that contributes to educational reform. The idea behind multicultural education is to create equality amongst racial, social class and ethnic groups in terms of educational opportunities provided to them by schools. Multicultural education has been defined by the National Association for Multicultural Education (2003, p. 1) as "a philosophical concept built on the ideas of freedom, justice, equality, equity, and human dignity".

When we bring this to our scenario, cultural competence is said to be the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching

Though two people cannot define multicultural education in the same way, it can be understood as "teaching the culturally different" students. Sletter and Grant (2002) described the five approaches to multi-cultural education in America as follows:

- *Teaching the culturally different approach:* Culturally relevant instruction is used to uplift the academic achievement amongst students of color,
- *Human relation approach*: the understanding of people's social and cultural differences occurs through teaching students that all people have a common background,

- *Single group studies approach*: teaches students about past and present issues regarding people of color, people room low socioeconomic groups, women, etc.
- *Multicultural education approach*: that allows for the transformation of the educational process and enlightens people about democracy by teaching students educational content using instruction that focuses on the knowledge and differences of culture,
- *The social constructionist approach*: teaches students about oppression and discrimination, students become aware of their roles as agents of social change and how they could contribute a more just society.

From this we can deduce that, if due attention is not given to multicultural education, the cultural gap between students and their teachers can be a factor in students' academic performance and contribute to achievement gaps among different student groups (Diller & Moule, 2005).

The following are the four basic cultural competence skill areas. They can be applied to individual educators, to the schools where they work, and to the educational system as a whole. Growth in one area tends to support growth in another:

Valuing Diversity: Accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

Being Culturally Self-Aware: Understanding that educators' own cultures—all of their experiences, background, knowledge, skills, beliefs, values, and interests—shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students.

Understanding the Dynamics of Cultural Interactions: Knowing that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.

Institutionalizing Cultural Knowledge and Adapting to Diversity: Designing educational services based on an understanding of students' cultures and institutionalizing that knowledge so that educators, and the learning environments they work in, can adapt to and better serve diverse populations (King, Sims & Osher, 2007).

Educators, at all levels, should become culturally competent since a classroom is a place where students from different cultural background come and strive to learn. According to Gay (2000), the following are the factors that make a strong case for educators to become culturally competent:

- Students are more diverse than ever. Due to globalization, people all over the world move from place to place aggressively. This movement contributes to the diversity of students' population in schools and universities.
- Culture plays a critical role in learning.
  Culture is central to student learning, and every student brings a unique culture to the classroom.

Therefore, while students are not solely the products of their cultures and they vary in the degree to which they identify with them, educators must become knowledgeable about their students' distinctive cultural backgrounds so they can translate that knowledge into effective instruction and enriched curriculum. (Banks, McGee & Cherry, 2001)

Cultural competence leads to more effective teaching. As students become more diverse, they are likely to benefit from different teaching strategies (Marizano, 2004). But educators will not cue into these differences and address them appropriately, unless they use the students' culture to build a bridge to success in school. Culturally competent teachers contextualize or connect to students' everyday experiences, and integrate classroom learning with out-of-school experiences and knowledge. Helping learners make the link between their culture and the new knowledge and skills they encounter inside school is at the heart of ensuring that all students achieve at high levels (National education Association, 2005).

Cultural competence helps educators meet accountability requirements. Today, educators are required not only to increase all students' performance, but also to reduce achievement gaps among racial/ethnic/ gender groups of students.

Some literature consider that the multicultural competence encompasses three components: *awareness, knowledge and skills* (Pedersen. 2007, p. 10), whereas more recent literature speaks about four components, adding *attitude* to the list.

Awareness refers to an individual's position within a certain community and how it affects the individual's values, beliefs, assumptions and behavior towards the others. It also implies understanding how an individual's point of view may result in a type of behavior that affects the others. Awareness can be simply defined as the ability of understanding difference.

The *knowledge* constituent refers to learning specific information about different cultures, about the self and the individuals who are different from the self. However, acquiring knowledge about (in) equality, rights or exclusion and inclusion is not sufficient and may prove to be inconsistent with both individual and group behaviors.

The third component focuses on the *skills* to communicate with people from different cultures. Both verbal and non-verbal communication is fundamental when interacting with people from cultures different from our own. It is essential to identify and discuss differences, although communication skills vary from culture to culture.

Finally, the *attitude* component underlines the difference between acquiring knowledge, increasing awareness and training for communicating with the cultural other, in order to reconsider and redefine the individual's own values and behaviors about difference.

These four components of multicultural competence should be integrated across curricula so that students and their teachers should have the knowledge and the skills to recognize otherness. Moreover, both students and teachers should show a positive attitude towards the different cultural other.

Therefore, in order to achieve multicultural competence, one should understand and manifest respect and recognition to cultural values that are different from the self's cultural values. It can be achieved by becoming aware of "personal and culturally learned assumptions or biases", (Corey & Schneider, 2011). Although understanding of the cultural other is also influenced by biases, identifying them is a vital step towards introducing this competence in educational processes. Thus, students and teachers may be involved in activities that should inspire them to recognize misunderstandings and manage commonly held beliefs, in order to become culturally competent.

Increasing the knowledge about particular cultures is also an important movement towards achieving cultural competence. In this regard, direct contact with members of a culturally different community is the key to make a person more aware of diversity. Language may be a barrier and communication may be hindered by nonverbal-signs that can be misinterpreted. That is why, students and teachers should learn about different cultures.

Interaction is also another means of facilitating comprehension of the cultural other. When it is appropriate, students and teachers may take part in various traditional events that can improve communication.

The multicultural competence is a highly debated issues and whether it will be successful or not remains for the future generations to judge. However, the four components of this type of competence: awareness, knowledge, skills and attitude are essential in various fields and sectors. In a multicultural society, teams are created and diversity is managed in a positive way. Culturally diverse communities imply more than race and ethnicity.

Universities all over the globe behave as a community receiving various students with different backgrounds while integrating culturally diverse students remains a challenge. Furthermore, universities all over the world may host expatriate teachers coming from diverse cultural backgrounds. Here comes the importance of multicultural competence as instructors with strong multicultural competence teach better.

Statement of the Problem

Having had the experience of teaching with expatriate teachers in university setting over ten years and our childhood experience as students of some expatriate teachers influenced our decision to research on the topic of multicultural competency of foreign educators. Our childhood experience as a student extended to our present context where by similar incidents seem to replicate itself with regard to cultural diversity and ethnicity. In all instances, classroom learning and teaching will be enhanced if education show leadership in acknowledging the cultural diversity of students in the classroom. In so doing, teachers will be able to practice recognition of students regardless of race, or religion and in turn provide equal opportunities to students to promote success in learning.

In Ethiopian Universities, for example, students are coming from different social and cultural backgrounds. In many cases, these culturally and socially diversified students learn in classroom where the teachers are expatriates. These expatriates may or may not know these diversified nature of their classrooms. No effort was observed so far to equip the expatriates with the necessary skills to handle the diversified needs of their students. Their knowledge on the socio-cultural dimension of their students is no more than a hear-say.

Furthermore, these expatriate themselves are coming from different socio-cultural backgrounds. No effort was made so far to create a platform for cross-cultural practices between the expatriates, the local staff and their students. No induction programs have been conducted for expatriates so far. Due to this, both the expatriates and their students hold some prejudices. In addition to this, host universities have not been observed using the expatriate staff's potentials and experiences. They only involve the expats in classroom teaching. The researchers believe that the knowledge, skills and experiences of expatriate teachers should be shared to local staff. Universities have the responsibility of creating a platform for this. So, the current study tried to investigate expatriate teachers' multicultural competence in selected Ethiopian university. Attempts were also be made to investigate the attitude each group hold for one another.

Significance of the Study

Though the beneficiaries of the findings of this study will be expatriate university teachers and their Ethiopian students, both university officials and the Ministry of Education are also prime benefactors. The research will create awareness for both the expatriate teachers and their local students about working in a diversified classroom. It will also inform on the way of improving the expatriate teachers' competence to teach a culturally diverse Ethiopian university students. The Ethiopian universities as well as the Ministry of education will also get insight on the nature of relationship that exist between a culturally diverse Ethiopian university students and their expatriate teachers. This insight may help the Ministry to think about mechanisms of integrating expatriate teachers in the way they will serve their purpose fully and cohesively.

Research Questions

The underlised research questions are aimed to address the objectives of this study:

- Do expatriate instructors have Knowledge about multiculturalism?
- Do the expatriate instructors have awareness on multiculturalism?
- What multicultural skills do participant expatriate instructors have?
- What are the attitudes of both expatriate teachers and their students towards one another?

MATERIALS & METHODS

Description of the Study Area

The study will cover one Ethiopian university found in SNNPR. Wolayta Soddo University. The purpose of focusing on this university is that the university host various expatriate teacher groups. There are Indians, Americans, and Africans teaching in various faculties and departments. So, working there gave us a representative sample to generalize the findings to other universities of the country since the situations in all other universities are similar.

Participants of the Study

Selected expatriate teachers of the Wolayta Soddo University and their selected students were participants of the study.

Study Design

The research design is the way and means the researcher employs to conduct the research. The research design assists in guiding the researcher to meet the objectives. A non-experimental research design were selected for this study. Mixed research method which include a qualitative descriptive method and a quantitative method is used to gather information about a group of people, aiming to describe and interpret responses and allow for the development of theories and identification of problems (Cohen & Marrion, 2001, p. 169). Best (in Cohen & Marrion, 2001, p. 169) states that descriptive research is about "points of view or attitudes". Descriptive studies

are best done with groups, institutions and individuals, where methods and materials are also looked at for the purpose of describing, comparing, contrasting, analyzing and interpreting anything that exists or may be supposed to exist and the events that develop in the various fields of inquiry. The quantitative method, on the other hand, tries to fill the short comings of the qualitative description by supplying statistical evidences for the description.

As mentioned earlier, a mixed research method was selected. In line with this, questionnaire and interview were used as data gathering instruments. According to Cohen and Marrion (2001, p. 245), questionnaire is seen as a widely used and useful means of information collection. Since the sample size will be large, i.e. over fifty, the questionnaire had to be more structured and closed. Structured interview was conducted with two groups of respondents. This groups include expatriate teachers and some selected post graduate students.

Sample Size and Sampling Procedures

The sampling technique that was employed is convenience sampling as it allows for choosing respondents that are close by and easily available. The sample size includes all expatriate teachers in the aforementioned University. The number was delimited after getting the actual number of expatriate teachers of the University. However, 19 expatriates from the sample university participated. Random sampling will be employed for participant students. Participation is based on the list of students enrolled in the participant expatriate teacher's. The total number of participant students was 48.

Data Management and Analysis

Mouton (2001: 106) describes the analysis of data as the breaking up of information into trends, themes, patterns and relationships. Through the interpretation of these patterns and relationships that emerge, the researcher is able to understand what constitutes the various elements in the data. Quantitative data, when analyzed, are reduced to numbers and are obtained by counting or measuring (De Vos, etal. 2002: 225).

For this research, responses to questions were converted to percentage and this information was represented as frequency distributions in table form. The qualitative data, on the other hand, was transcribed, categorized under major themes and interpreted.

Data Analysis and Interpretation

Following are the analysis and interpretations of data obtained from participant expatriate teachers and their students through close ended questionnaire and structured interview. The analysis and interpretation of expatriate teachers' questionnaire followed by students' questionnaire were presented first. Next to these, expatriate teachers' individual interview followed by students' interview were presented. In other words, the quantitative data were analyzed before the qualitative data since the purpose of the structured interview was to supplement the questionnaire data in any way.

RESULTS

Analysis and Interpretation of Expatriate Teachers' Questionnaire

19 expatriate teachers from the sample University filled and returned the questionnaire prepared for expatriates. The results of the questionnaire were summarized as follows:

Table 1: Respondents personal details

Teacher's code	University	Nationality	Subject/s teaching	Subject/s trained to teach	Professional qualifications (Higher diploma in education…)	Academic qualifications (PhD, MSc. M.A…)	Country where qualified	No. of years teaching in University	Number of years teaching in this University	No. of years teaching in home/other country's university	No. of years teaching as an expatriate
01	WSU	Indian	Computer science & Engineering	Computer science & Engineering	No	PhD	India	18	1.6	17.6	1.6
02	WSU	Indian	Engineering	Embedded systems, electronics	No	PhD	India	7	0.2	5	0.2
03	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	23.6	1.6	22	1.6
04	WSU	Indian	Engineering	Electronics & communication Engineering	No	PhD candidate	India	8	2	6	2
05	WSU	Indian	Industrial management & Engineering economy	Mechanical oriented subjects	No	PhD candidate	India	9.3	3	9	3
06	WSU	Indian	Mechanical, Auto cad, Mechanical drawing.	Manufacturing, machine design	No	MSc	India	8	2	6	2
07	WSU	Indian	Instrumentation & Measurements	Meteorology, Design of machine elements, Transmissi	No	PhD	India	9.6	0.3	9.3	0.3

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08	WSU	Indian	Mechanical engineering	Mechanical engineering	No	MSc.	India	7.1	2.7	22	2.7
09	WSU	Indian	Engineering Materials	Engineering Materials & Metallurgy	No	M.Tech	India	5	2.6	2.4	2.5
10	WSU	Indian	Zoology, Ecology, Fishery	Biology	No	PhD	India	20	3	17	3
11	WSU	Indian	Artificial Intelligence, Data mining and IT subjects	All computer & IT related subjects	No	PhD	India	12	3	9	3
12	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	22	2	22	2
13	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	10	1	9	1
14	WSU	Indian	Accounting & Finance	Accounting & Finance	No	PhD	India	27	<1	27	<1
15	WSU	Indian	Management	Research methods	No	PhD	India	16	1.5	16	1.5
16	WSU	Indian	Psychology/Management	Psychology/Management	No	PhD	India	23	3	20	3
17	WSU	Indian	Agriculture/ Rural development	Agriculture, Rural banking, Enterprise, micro finance, agriculture extension	No	PhD	India	11	1	10	1
18	WSU	Senegalese American	Literature in Language Teaching, Graduate seminar	Higher education leadership/literature	No	PhD	Senegal/ USA	40 years teaching (30 years University)	3	30	10
19	WSU	Kenyan	Research methods, statistics, leadership, strategic planning & supervision	Research methods, statistics, leadership, strategic planning & supervision	No	PhD	USA	3	3	No	3

As can be seen from the table, 17 of the 19 respondents were Indian nationals, one is an African American and the other one is a Kenyan. They are teaching different subjects that include mechanical engineering, computer science, electronics, Information Technology (IT), engineering materials, zoology, accounting and finance, research methods, literature in language

teaching, graduate seminar, and the like. All the respondent expats did not have any professional qualification (Higher Diploma in Education). Their University teaching experience ranged from 5-40 years. They have been teaching in the sample University from 2 months to 3 years.

Respondents' Conceptions of Multiculturalism

Table 2: Summary of the participant expatriate teachers' multicultural awareness & knowledge

Statement		True	False	Total
i)	People who speak the same language share a common culture	15	4	19
ii)	People who are from the same nation share a common culture	12	7	19
iii)	People who are from the same geographic area share a common culture	14	5	19
iv)	Families from the same culture share the same values	17	2	19
v)	When we teach we forget about common aspects that prevail throughout people	13	6	19
vi)	Most people identify with only one culture	7	12	19

As can be seen from the table above, majority (15 out of 19) respondents believe that people who speak the same language share a common culture. Only four respondents did not agree in the supposition. This clearly shows that majority of the respondents failed to understand the appropriate link between language and culture. It is true that culture and language are inseparable since language is an instrument used to express culture. But, when we come to individual language users, the thing may be different. A person my speak a certain language but failed to understand the culture of the people using that language. Therefore, people who speak the same language may or may not share the same culture. Whilst people speak the same language they do not necessarily have the same cultural background.

The second item in the table says, "People who are from the same nation share a common culture". Twelve of the respondents agreed to this statement while 7 of them disagreed. This again indicated the majority of respondents understanding of multiculturalism is problematic. It is clearly known that people of the same country may have diverse cultures. This includes Ethiopia, the land of diversity. And above all, these expatriate instructors are teaching in this country. Geographical areas like regions and nations cannot be assumed to be monocultural.

Another item in the table above says, "People who are from the same geographic area share the same culture". For this item, 14 respondents agreed and 5 disagreed. This in turn, clearly shows majority of the respondents understand culture in association with geographic area. This understanding has problems since people who are living in the same geographic area do not necessarily share the same culture. These people may or may not share the same culture. A good example for this is people leaving in the South Omo SNNPR, Ethiopia in which one can get more than one language and culture in one Kebele (the minimum administrative area in Ethiopia).

The fourth item says, "Families from the same culture share the same values". 17 out of 19 respondents said 'yes' to this proposition while only 2 respondents said 'no'. Here majority of the respondents generalized culture and personal value as one and the same. But, in practice, two individuals are unlikely to be identical in every aspect of cultural identity and expressions. Each of us has our own personal values, beliefs, customs, etc. Lynch & Hanson (in Aldrige &

Calhoun, 2000) note that families tend to "live out" their culture over generations. While grandparents retain their 'original' culture, grand children tend to follow one of four paths; i.e they follow the mainstream culture, or they become bicultural, or they become culturally different people or they become culturally marginalized (Naido, 2007, pp. 26-27). So, families from the same culture do not necessarily share the same values.

Another misconception about multicultural education says, "When we teach, we forget about common aspects that prevail throughout people". For this, 13 respondent expatriates said "yes" and 6 respondents said "no". This shows that majority of the respondents failed to acknowledge the fact that individuals have significant similarities as well as differences and teachers have to exploit similarities in order to compromise the differences.

The last item on the table says, "Most people identify with only one culture". Seven respondents agreed and 12 of them disagreed with this statement. Here, it is possible to conclude that majority of the respondents understand the fact that individuals can identify themselves with different cultures.

Table 3: Expatriate teachers' teaching experience and interaction with students from different cultural groups

Statement	Agree	Uncertain	Disagree	Total
a) I am familiar with the learning outcomes for my subject according to the course curriculum	19	0	0	19
b) I am able to integrate cultural differences into the teaching of my subject	14	2	3	19
c) I am able to attend the students with different learning needs, as a result of cultural background, in my classes.	15	3	1	19
d) My teaching links the curriculum to real life experiences across cultural backgrounds.	15	3	1	19
e) I am able to promote student learning by linking new cultural concepts to prior knowledge of cultural concepts.	12	6	1	19
f) I integrate students' cultural backgrounds into classroom learning.	12	4	3	19
g) I am able to identify the dominant group from the dominated groups in my classroom.	6	8	5	19
h) I do not allow students who belong to the same culture to sit together.	2	7	10	19
i) My subject area allows me to integrate content that arises from different cultural backgrounds.	11	2	6	19

The table 3 above is on participant expatriate teachers' experience of integrating multicultural knowledge into their classroom teaching. Apart from the 8th item (i.e. item 'h'), the majority of the respondents agreed to the statements given. Only 2 respondents agreed, 7 respondents responded 'uncertain' and 10 respondents disagreed to the item 'h' which says, "I do not allow students who belong to the same culture to sit together". This result shows that a high percentage of respondents agreed to the supposition. This agreement, in turn, implies that participants' are culturally aware and tolerant of diverse students' population. This shows that expatriate teachers are accomplishing an objective of multicultural education. Feinberg (2004, p. 1), mentions, "Multicultural education aims for inclusion of culture and all aspects of life that create equality amongst people. The aim is not to separate cultures but to create cultural fairness in the way that no one group dominates the public scenario".

Comparatively, respondents did not differ much in their opinions on respondents' conceptions of multiculturalism. Therefore, we can conclude that majority of the expatriate teachers do have misconceptions on multiculturalism but they fulfilled the objective of multicultural education in their teaching.

Table 4: Cultural tolerance of expatriate teachers towards their students

	Statement	Yes	No	Total
A	I show a great deal of concern for students of all cultural background.	19	0	19
B	I am able to work with students regardless of ethnic background.	19	0	19
C	I am patient with students of all cultural groups.	19	0	19
D	I am able to interact in a positive manner with students whose background is different from mine.	19	0	19
E	I consider myself to be open minded regarding ethnic diversity.	18	1	19
F	I consider myself to be flexible regarding ethnic diversity.	18	1	19
G	I am able to communicate well with students of all cultural groups.	17	2	19
H	I am able to prepare appropriate techniques for assessing intellectual growth of students of all cultural groups.	18	1	19
I	I am able to give clear directions for students from different cultural backgrounds to follow.	17	2	19
J	I am able to identify and develop appropriate materials for students from different cultural background to learn from.	14	5	19
K	I am able to use different techniques for stimulating students' interest even though they come from varied cultural backgrounds.	17	2	19

According to the information in table 4, the majority of expatriate teachers use multiple culturally sensitive techniques to assess complex cognitive and social skills. This shows that expatriate teachers are able to teach and tolerate students of diverse cultures. Therefore, based on the result of this data, we can conclude that majority of the respondents reflect cultural tolerance.

Analysis and Interpretation of Students' Questionnaire

The following table is intended to give students' attitude towards their expatriate teachers using a five point Likert scale of twenty items.

Table 5: Students' attitude towards their expatriate teachers

Ethiopian students' views	Strongly agree	agree	uncertain	Strongly disagree	Disagree	Total
1. Expatriate teachers do not know our difficulties in learning	16 33.33%	15 31.25%	5 10.41%	3 6.25%	9 18.75%	48 100%
2. Expatriate teachers' teaching is disappointing	4 8.33%	10 20.83%	12 25%	6 12.5%	16 33.33%	48
3. Expatriate teachers' classes waste our time and energy	8 16.66%	8 16.66%	5 10.41%	9 18.75%	18 37.5%	48

4. I cannot learn much in expatriate teachers' classes	5 10.41%	13 27.08%	10 10.41%	11 22.91%	11 22.91%	48
5. It is unrealistic to expect to learn much from expatriate teachers	7 14.58%	9 18.75%	10 10.41%	9 18.75%	13 27.08%	48
6. Expatriate teachers' teaching is unsystematic	6 12.5%	6 12.5%	3 6.25%	13 27.08%	20 41.66%	48
7. Expatriate teachers' teaching cannot lead to high academic performance	11 22.91%	7 14.58%	6 12.5%	11 22.91%	13 27.08%	48
8. Expatriate teachers' teaching is good for oral English only.	9 18.75%	6 12.5%	15 31.25%	4 8.33%	14 29.16%	48
9. The teaching techniques used by expatriate teachers do not suit my learning needs.	8 16.66%	8 16.66%	11 22.91%	9 18.75%	12 25%	48
10. Very few expatriate teachers have lived up to my expectations.	9 18.75%	12 25%	7 14.58%	9 18.75%	11 22.91%	48
11. Expatriate teachers' classes cannot provide us with much knowledge.	7 14.58%	9 18.75%	9 18.75%	10 20.83%	13 27.08%	48
12. There is no point in employing expatriate teachers	6 12.5%	6 12.5%	9 18.75%	10 20.83%	17 35.41%	48
13. The presence of expatriate teachers is but a window dressing for host institution	5 10.41%	6 12.5%	14 29.16%	10 20.83%	13 27.08%	48
14. The time and effort we have spent with expatriates is not much by the gains	8 16.66%	11 22.91%	9 18.75%	6 12.5%	14 29.16%	48
15. Expatriate teachers' classroom behavior did not conform to Ethiopian cultural norms.	6 12.5%	10 20.83%	10 20.83%	8 16.66%	14 29.16%	48
16. Expatriate teachers lacked basic teaching competence	8 12.5%	12 25%	7 14.58%	9 18.75%	12 25%	48
17. Expatriate teachers adopt better teaching techniques than Ethiopian teachers.	5 10.41%	10 20.83%	7 14.58%	8 16.66%	18 37.5%	48
18. I prefer Ethiopian teachers' teaching	23 47.91%	6 12.5	3 6.25%	10 20.83%	6 12.5%	48
19. Ethiopian teachers can better understand the needs of the students than expatriate teachers does	16 33.33%	7 14.58%	8 16.66%	9 18.75%	8 16.66%	48
20. I can learn more in Ethiopian teachers' classes than in expatriate teachers' classes.	12 25%	10 20.83%	10 20.83%	8 16.66%	8 16.66%	48

As can be seen from the table 48 students were given questionnaires on their attitude towards their expatriate teachers. Accordingly, the first item says, "Expatriate teachers do not know our difficulties in learning". The result shows that 31 (64.58%) respondents either strongly agree or disagree and 12 (25%) respondents strongly disagree or disagree to the statement. Only 5 (10.4%) respondents replied that they are 'uncertain'.

From these it can be deduced that the majority of the students understudy believe that their expatriate teachers do not know their difficulties in learning. Item number 2 is on expatriate teachers teaching. It says, "Expatriate teachers teaching is disappointing". For this, 14 (29.16%) respondents strongly agreed and agreed while 18 (37.5%) respondents strongly disagreed and disagreed. 12(25%) students couldn't decide and chose 'uncertain'. This shows that the number of undecided students is significant and there is no significant difference between the respondent who favored the statement and the respondents who did not favor it. Therefore, it is difficult to conclude the students' response to this specific question is positive though a slight majority gave a positive response.

For the next item, 16(33.33%) students either strongly agreed or agreed while 27 (56.25%) strongly disagreed and disagreed. Only 5 (10.4%) were uncertain. Therefore, the

majority of respondent students do not believe on the statement that says, "Expatriate teachers' classes waste our time and energy". But the number of respondents who strongly agreed and agreed to this statement is significant (i.e. 33.33%).

Similarly, 18(37.5%) students strongly agreed and agreed; 22(45.83%) students strongly disagreed and disagreed. But 10 (20.83%) students chose 'uncertain' to item number four that says, "I cannot learn much in expatriate teachers' classes". Like item number 3, a good number of respondents unable to decide (20.83%) and there is no significant difference between the respondents who agreed to the proposition and who disagreed to it.

Item number five says, "It is unrealistic to expect to learn much from expatriate teachers". 16(33.33%), 5(10.41) and 22(45.83%) respondents strongly/agreed, uncertain, and strongly/disagreed to it. Although majority of the respondents strongly disagreed or disagreed to this statement, significant number of respondents (16%) strongly/ agreed to it.

For the item that says, "Expatriate teachers' teaching is unsystematic" 12 (25%) respondents agreed or strongly agreed, 33 (68.75%) respondents disagreed or strongly disagreed. Only 3(6.5%) said 'uncertain". Therefore majority of the respondents believe that expatriate teachers teaching is systematic.

Item 7 stipulates, "Expatriate teachers' teaching cannot lead to high academic performance". 18 (37.5%) respondents agreed or strongly agreed, 6 (12.5%) responded 'uncertain' and 24 (50%) respondents strongly disagreed or disagreed. Therefore, majority of the respondents strongly/disagreed to the statement but significant number of respondents strongly/agreed to it.

The next item says, "Expatriate teachers' teaching is good for oral English only". Accordingly, 15 (31.25%) respondents agreed or strongly disagreed, 18 (37.5%) disagreed or strongly disagreed and quite a good number, i.e. 15 (31.25%) hesitated and chose 'uncertain'. This implies that there is no significant difference among the three groups.

The teaching techniques used by expatriate teachers do not suit my learning needs says the ninth statement. 16(33.33%), 11 (22.91%) and 21(43.75%) respondents strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively.

Item number 10 is on students expectations of expatriate teachers. The statement says, "Very few expatriate teachers have lived up to my expectations". 21(43.75%) respondents strongly agreed/agreed, 7(14.58%) chose uncertain and 20 (41.66%) strongly disagreed/disagreed. This implies that respondent students show a divided attitude towards their expatriate teachers on this area. There is no significant difference between the respondents who are for the statement and who are against the statement.

The next statement says, "Expatriate teachers' classes cannot provide us with much knowledge". 16(33.33%) respondents strongly agreed/greed and 23 (47.91%) respondents strongly disagreed or disagreed. 9 (18.75%) student respondents said they are uncertain. From this, we can learn that majority of the respondents either strongly disagreed or disagreed to the statement. But, considerable number of respondents chose strongly agreed/disagreed and uncertain. When we sum up this two, they are more than an average (a considerable number).

Item number 12 is on the importance of hiring expatriate teachers. Accordingly, 12(25%), 9 (18.75%), 27 (56.25%) respondents strongly agreed/agreed, uncertain and strongly disagreed/disagreed respectively. Therefore, majority of the respondents either strongly disagreed or disagreed with the statement.

Number 13 is on expatriate teachers' appearance in the host institution. It says, "The presence of expatriate teachers is but a window dressing for host institution". 11(22.91%), 14

(29.16), and 23 (47.91%) respondents replied strongly disagreed/ agreed, uncertain, and strongly disagreed/ disagreed respectively. What makes this data unique is the number of respondents who neither agree nor disagree. This number is greater than the number that strongly agreed/agreed. Probably this is because of the nature of the sentence (i.e. students could not understand the sentence).

Item 14 says, "The time and effort we have spent with expatriates is not much by the gains". Regarding this, 19(39.58%) respondents responded strongly agreed or agreed, 9 (18.75%) responded uncertain, and 20 (41.66%) responded either strongly disagreed or disagreed. According to this data, respondent students are divided between agreeing and disagreeing to the proposition.

The next item is on the conformity between expatriate teachers' classroom behavior and Ethiopian cultural norms. It says, "Expatriate teachers' classroom behavior did not conform to Ethiopian cultural norms". Accordingly, 16 (33.33%) strongly agreed/agreed, 10 (20.83%) responded 'uncertain' and the majority (i.e. 22 or 45.83%) respondents strongly disagreed or disagreed. However, the sum of respondents who strongly agreed/agreed and who responded 'uncertain' exceeds the sum of the respondents who strongly disagreed or disagreed.

Next to the previous item, item number 16 says, "Expatriate teachers lacked basic teaching competence". For this item 20 (41.66%), 7(14.58%) and 21(43.75%) respondents strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively. From this we can understand that the number of respondents who favor and/or disfavor the statement is almost equal. There is no significant difference between these two groups.

Item 17 compared expatriate teachers teaching techniques to that of Ethiopian (local) teachers. It says, "Expatriate teachers adopt better teaching techniques than Ethiopian teachers". With regard to this, 15 (31.25%) respondents strongly agreed/agreed, 7 (14.58%) uncertain and the majority (i.e. 26 or 5.16%) responded strongly agreed/agreed. This implies that majority of the respondent students do not think that expatriate teachers teaching techniques is better than Ethiopian teachers.

Item 18 says, "I prefer Ethiopian teachers' teaching". This statement is to cross check the participant students response for the previous item (i.e. item 17). Accordingly, 29 (60.41%), 3 (6.25%), and 16 (33.33%) respondents strongly agreed/agreed, uncertain and strongly disagreed/disagreed respectively. From this, we can understand that the large majority of respondents prefer Ethiopian teachers' teaching. This result conforms to the result of item number 17.

The next items serve the same purpose to that of item 18. They were written to cross-check whether the participant students' response for the previous items are intentional or not.

Accordingly, item 19 says, "Ethiopian teachers can better understand the needs of the students than expatriate teachers do". 23 (47.91%). 8 (16.66%), and 17 (35.41%) strongly agreed/agreed, uncertain, and strongly disagreed/disagreed respectively.

Similarly, item 20 says, "I can learn more in Ethiopian teachers' classes than in expatriate teachers' classes". 22 (45.83%) respondents strongly agreed/agreed 10 (20.83%) and 16 (33.33%) strongly disagreed/ disagreed respectively.

Therefore, these results conform to the student respondents responses of the previous items that shows participant students inclination towards local (Ethiopian) teachers teaching than the expatriate teachers.

Analysis & Interpretation of Expatriate Teachers' Interview

Structured interview was conducted with selected expatriate teachers on issues related to their multicultural competence and the overall teaching and learning process in the host university and their possible contribution to the betterment of the host university. Accordingly, four expatriate teachers (i.e. two Indian and two African American) were interviewed and the result of the interview is presented in 9 themes as follows:

Background

Respondent 1 is an Indian. He has PhD in Management and Psychology and has published 71 articles. He has 18 Years of teaching experience in different institutions in India. His area of specialization is quantitative management and research methodology.

Respondent 2 is also an Indian. He has PhD in psychology and management. He teaches both psychology and management in undergraduate as well as post graduate programs and has 23 years of experience. For more than 13 years, he served as a clinical psychologist.

Respondents 3 is Senegalese American, Studied 1st degree in Senegal; 1978 sent to America on exchange program. Get married in USA and did not return back to Senegal. Stayed there for 30 years and has children with 6 grandchildren now. Since Senegal was a French colony, he speaks French fluently. He was hired as teaching assistant in French in the 1978 in the University of Illinois. Studied MA there in Illinois and finished his study in 1982. After graduation in English language & American literature, he began teaching in Chicago. He received a quarter time appointment and scholarship for PhD in Howard University. But, the scholarship is only for quarter time. So, he could not complete his PhD and began teaching. He taught in Florida for 20 years. He started PhD again in higher education leadership which is completed only in 2009.

He decided to be back to Africa that gave him everything, not necessarily to Senegal. In 2001, he went to Ghana to teach; his wife was working in UNHCR in Ghana. Stayed 3 years there. He had plan to open school there but Ghana is well educated and schools are plenty.

He decided to open school in Mali, he opened international school in Bamako. His wife had MA in public administration. The school was successful, people were flocking in because they were African Americans.

Captains, police officers, in addition to students joined their school. Payment was not good as Mali is poor country. Profit was less so they could not sustain and survival was impossible. They gave the school to be run by his x- student. "It was my biggest mistake" he said. He got job in Algeria and went there- good job from the state's department. First in Menturi University, which is in Constantine, the largest town in Algeria. The US department renewed his job, this time in ministry of communication in Algeria. He was training journalists-2008. Then, He went to the University of Djibouti—2013. He did not like Djibouti and left. Then, he joined Debrebrhan University of Ethiopia and worked for one year. Then, went back to Algeria. Algeria is Maghreb country and are more developed than sub-Saharan. They did not want much of his support. He then applied to Ethiopia again - he wanted to work in black Africa to help his people. So, he came to Wolayta Sodo university- now 3 years here.

The fourth respondent is from Chicago, United states; currently his residence is Georgia Jessie Jacksons place -civil write activist. He finished his doctorate there, he was working for Wal-Mart.com as systems manager. He made a move multi million project. System did not start

without him. People did not know that it was run by black American. He was working 20 hour plus and it was hard for family life. That was one of the motivator to study psychology in his doctorate.

He has got BA psychology, MA in Business administration and systems analysis and design. He was a network director for electronic company before he went to Wal-Mart. His psychology background helped him to adapt and to think he was better and he was the best in the company. After he worked for some years, he got bored then began teaching children with autism. He learnt sign language. He was worked as psychologist. He did so well again. "We worked in care facility of children, blind, deaf, adults, etc" he mentioned. He learnt software communication to work with blind- they talked to computers.

He worked finance information system- a best performance people. He said, "I was a superman". Rose-petro hired him (two African American) among all. He worked for Blue cross as a computer programmer. He also worked for general motors. He did his doctorate in psychology, he resigned from Wal-mart and accepted internship in Chicago-predominantly Caucasian area. He was originally in clinical psychology. He diagnosed schizophrenia, he said, "Everybody needs clinical psychology". He had two job offers before coming here. He did not want to go for computer stuffs, so he just came here to Wolayta Sodo University and teach clinical psychology- to work with human than computer programs.

Therefore, it can be deduced from the respondents background that expatriate teachers understudy have immense academic preparation, experience and exposure that we (locals) can learn from.

Contribution of Multicultural Knowledge to Expatriate Teachers

Expatriate teachers were asked on their understanding of the contribution of multicultural knowledge to their work. Accordingly, each of the respondent expatriate teachers responded as the following:

Respondent 1 thought multicultural knowledge is not only important. It is compulsory. He said, "We are coming here from different country and different culture. Even our students are coming from different cultural background. So, having a multicultural knowledge contributes a lot to our service"

Similarly, respondent 2 replied that multicultural knowledge is very essential. He further mentioned,

> I haven't learned any Ethiopian languages so far. I am trying to learn from my students. But, to do so I should have some knowledge of their culture. You see how important the knowledge of different cultures? If I know some part of your culture, that means I know some part of you, want to know more about you and want to share my culture as well. So, the knowledge of multiculturalism highly contributes to foreign teachers like me. It lets us know the culture of the people around us in general and our students in particular. It can also help us to know our students, their likes and dislikes, etc. This knowledge, in turn, can help us to understand our students and to be understood by our students in the classroom. Generally speaking, this knowledge enhances teaching learning.

In like manner, other respondents also mentioned the importance of multicultural knowledge to the expatriate teachers. For instance, respondent 3 said that he is naturally predisposed for multicultural education. He conducted lots of workshops in multiculturalism first in Miami on African culture, African art. His mother and father are form different cultural groups. He said, "They called me when there is multicultural problem in Miami- Cuban-Spanish area". He mentioned that multicultural knowledge is extremely important to handle diversity. For him, it is extremely normal and integration was not a problem. He visited 20 countries in Africa and empirically accumulated multicultural experience. He stipulated, "I was naturally blended in".
To sum up, all respondents underlined the importance of multicultural competence to expatriates. They said it definitely help them render the service they are expected to render to local universities as well as their students.

Differences between Ethiopian and Foreign Students

Participant expatriate teachers were also asked to comment on the difference between Ethiopian and students in their respective country. They all mentioned the differences they believe exist. Accordingly, respondent 1 explained the differences saying:

> I observed that Ethiopian students lack the basic knowledge which should be obtained from schools. They are very concerned about their grades than the knowledge or competence they receive due to education. The reason for this is that they get employment according to their grades. Not according to their competence. But in India students are learning to get basic knowledge because they get employment if only they pass competitive exams pertinent to the basic knowledge/competence they received from school. This is the basic difference I observed between students of these two countries.

Moreover, respondent 2, underscored that Ethiopian students have a problem in using English as a medium of instruction. Particularly, undergraduate students find the language expats use to teach them too difficult. He continued saying, "They can hardly understand their lesson due to language problem. Due to this, I select one student who is somehow good in English and use him/her as a translator. These students translate the lesson into Amharic all the time.
Respondent 3, on the other hand, believed that African students including Ethiopian are almost the same. "The mind of Africa was born in colonial system." He said. He further mentioned that In Ethiopia grade 1-4 is in Mother tongues that other Africans have to learn. For instance, In Senegal kids learn in French. This is the difference between colonized Africa and Ethiopia. The fact that Ethiopia was not colonized might have helped to consider their language and culture. Another respondent mentioned that students in his country have access to everything, books, internet; etc. Socio-economic conditions are incomparable. Access were less in Ethiopia. He said, "Scio-economic factors limit students in Ethiopia in their potentials".
Therefore, based on their responses, one has to conclude that there are differences between Ethiopian students and students in the expatriates' respective countries. The differences include their level of understanding the language of instruction (i.e. English), their interest for the basic knowledge and ability. One respondent mentioned the reason for this variation is the employment system. He compared the employment system in India which is based on competency examination with the employment system in Ethiopia which is based on the students

Cumulative Grade Point Average (CGPA). Another difference mentioned by one respondent includes socio-economic differences that entail difference in accessing materials, internet, etc.

Complaints that Ethiopian Students have on Expatriate Teachers

The fourth theme is on possible complaints of Ethiopian (local) students on expatriate teachers (if the expats over hear them). Based on this the following responses were sought.

Respondent one mentioned that many of his students couldn't understand what he was teaching due to language problems. He added, "They couldn't understand my pronunciation and accent. I also face a problem when conversing with my Ethiopian colleagues and students due to the local accent".

Similarly, respondent 2 mentioned that the complaint his students have is on his language. "They can hardly hear my English" he said. The other area of complaint he mentioned was assessment. He added, "Students usually complained that they earned less grades in my course. I gave mark for their competence. I am very serious on marking. There is no free meal. I strongly believe that students should get the grade they deserve according to their competence regardless of their complaint". Apart from the language and assessment issues, he said, "my students are happy on my teaching".

The third respondent, on the other hand, said, "I am picky. The students say, I choose words in my teaching. This is important to advisees since one day they will be researchers. Accuracy is important; I give hard time to advisee. I make them really toil. They complain for this many times but I did it deliberately for their good.

Respondent 4 said, "They complain that I give them too much work. The first three classes, my pronunciation was a problem; they did not understand my American accent, but I slowed my pace slowly. Now, they get used to my pronunciation and I think we are in good terms".

To conclude, according to the respondent expatriate instructors, the major complaints that their students have on their teaching include failing to understand their teaching due to their pronunciation, their assessment and grading practice, work load entrusted to students.

Challenges Expatriates Faced

The other interview theme given to the expatriate teachers was on the challenges they faced while teaching Ethiopian students in Ethiopian classrooms. The challenges that they mentioned include the students' poor language ability and communication gap due to language and cultural differences.

Accordingly, respondents 1 said, "initially many of my students couldn't understand what I was teaching due to language problems. They couldn't understand my pronunciation and accent. I also face the same problem when conversing with my Ethiopian colleagues due to the local accent". He added that he read his students faces and tried to elaborate what he was trying to say in a more simplified English with more examples. "I also tried to read their leaps when they are trying to talk to me" he concluded.

Respondent 3 said nothing was unexpected to him. He further mentioned that he had experienced much of African situations and cultures and the obstacles all African face are the same. He mentioned Communication with students at the beginning was a problem. "Through time we learnt one another. I cannot articulate in their language" he said.

For respondent 4 rules were challenges. He said:

> I needed cabinet for confidentiality of my students that follow counseling. But I failed to obtain it till today. Because of rules- I don't know- I could not have a file cabinet. By June this year (2017), I will have to destroy the students file before I go because they are confidential and they cannot be kept unlocked. I expressed my concern. It is not acceptable not to have you just a file cabinet" he complained and continued complaining, 'Rules- do not work. There are some crazy rules; authorities cannot be challenged even when they do wrong and they do not respond to the institute they are working for'. People are scared-probably it's across Ethiopia. People do not challenge wrong decisions of persons above them in power. Fear, scaring people is used to control people. People cannot progress when controlled by fear; they cannot go to the next person for justice. This needs improvement. The society cannot progress if they do not go to the next person for justice.

Induction Training for Expatriates and its Importance

When we came to the sixth team which is on the chance of getting induction training and the importance of such a training, none of the respondents witnessed the provision of induction training in their host University. But they strongly underscored the importance of induction training for the success of their service. For instance, respondent 1 said, "Unfortunately, I did not get induction training but it is really important. He further mentioned, "When you are moving from geography to geography, from one culture to another culture, from one language to another language, you need exposure that gives you awareness on the new geography, culture and language. So, I believe that the induction program is a must before you meet new places and new people. It can inform you on them (the new place, people & culture) and boost you with confidence".

Similarly, respondent 2 said, "It is very, very important but I didn't receive that sort of training before". Respondent 3 specifically mentioned, "It is extremely important. Expatriates have to be exposed to language, values and culture. I and my Ethiopian colleague have discussed this and expressed our concern about this to the president of the University". He added, "We need to understand the rules and cultures and respect them. Orientations are important. Diversity should be valued and respected". He further explained, "Students are diverse, we have expatriates, and cross-cultural contexts are here. We need to resolve these. Africa speaks more than 2000 languages. They were considered threats than resources. They have to be considered as resources and integrated to curriculum".

Expatriate teachers' expectations of the host country/university and local students

Respondent expatriate teachers were asked to tell whether they met their expectations of the situations in the host university including their students. Accordingly, respondent 1 mentioned that some of his expectations were met and some were not. He further mentioned," I expected to have my own office in the campus in person or in group but many expatriates including me do not have our own office. We don't have a place to stay after class; we don't have a place to advice our students". He further said, "There is also another big problem which was unexpected.

There is no toilet in and around teachers' office and classrooms. You have to spend from 20 to 30 minutes to find a toilet out of campus. No internet access, poorly equipped library and the like. These were some of the things which I did not expect from a university".

Another respondent said, "I am a clinical psychologist. I am going to say I was a little bit scared when I understood that there was no counselling program in the university. Therefore, I had presented the case to the Ministry of Education so that it would be accepted and opened".

To sum up, all participant expatriate instructors had expectations before they came to the host university; some of their expectations were fulfilled and some were not. They were surprised as the simplest things in their country become biggest challenges here.

Expatriates Overall Evaluation of the Teaching - Learning in the Host University

Finally, participant expatriate instructors were asked to tell their overall evaluation of the teaching- learning in the host university. In this regard, expatriate instructors gave their overall evaluation as follows:

Respondent 1 said "**I** have realized that both teachers and students have a very good potential for learning. But, they lack opportunities and resources. The library materials are not updated up to the advanced level requirements, no training opportunity for teachers in the advancement of the teaching and learning process". Another respondent explained his evaluation saying, "Students are lacking basic knowledge on basic theories and basic statistics… I try to compensate this gap by teaching extra or additional time on basic knowledge. The library is not well furnished. There is scarcity of reference materials. I usually provide e-books, books, and my own notes to my students".

Respondent 3, on the other hand gave his general evaluation. He said, "We need to learn from the experience of brothers in Africa. As a sit of Africa, Ethiopia has lots of opportunity. Ethiopia should continue valuing languages and cultures and integrating them to school.

Similarly, respondent 4 mentioned, "50 percent of my students do not understand my English though I pronounce words slowly. 30 % do not understand Amharic. The translation between English, Amharic-wolayta made teaching and understanding difficult". Furthermore, he said, "There are lots of cheating because the students want to pass, and they cheat because they have language problem. If we give them opportunity and good training on how to get from wolayta-Amharic-English, the students would be best. The language issue should be addressed. About 40% of the class could not understand English- About 10% of the students do need to be here in the university- they need to be somewhere; they need opportunity to go somewhere appropriate to them."

To conclude, the expatriate instructors gave their overall evaluation of the teaching learning process of their host University. Their evaluation may worth consideration of the host university as well.

Analysis and Interpretation of Ethiopian Students' Interview

Two M.A students were interviewed on their attitude towards their expatriate teachers. The purpose of the interview was to strengthen the result obtained through questionnaire. Therefore, structured interview with items were conducted.

Background Information

Respondent S1 was a first year M.A in TEFL regular program student. He has four years of experience in teaching English in secondary schools. The second respondent, S2 was a first year M.A student. He has 15 years of teaching experience in secondary schools.

Influence and Benefits of Foreign Teachers' Instruction

S1 complained on his foreign teachers teaching. He mentioned issues like speaking speed, methods of teaching and accent as negative impacts and resourcefulness as positive impacts. Lets' read what he actually said:

> I don't like foreign teachers for many reasons. I couldn't understand their English due to their unfamiliar accent. In addition to this, they do not know the education policy of Ethiopia. Their pace is not according to our progress. They are too fast when they speak, and they rush without checking their students understanding. Furthermore, their methods of teaching is confusing. The procedures they follow is not clear. Most of the time they do not create a link between the previous lesson and the day's lesson, the do not provide summary of the days lesson, they do not close the day's lesson with appropriate closure, etc. But, they are resourceful. They provide us with books and handouts which local teachers do not. So, I can say the foreign teachers influence my learning both negatively & positively

Similarly, S2 mentioned the influence of his foreign teachers on his learning. He said:

> This year I have two foreign teachers. One African American and an Indian. Their approach to teaching is quite different. I prefer the African American. He is diligent and resourceful. The Indian, on the other hand, is too careless. He is always talking about grades. He is trying to threaten us. This teacher usually comes to class without preparation. He spent his time talking about evaluation, grades, etc. The American, on the other hand, prepares well and tries to present the lesson accordingly but he doesn't know the linguistic competence of his students. He teaches as if he is teaching the native speakers. It is too difficult for us to follow his speed, his pronunciations, etc. So, it is difficult to say that I benefited from their teaching.

Therefore, both of the respondents mentioned the foreign teachers teaching affected their learning both positively and negatively.

Local Students' Instructor Preference

Concerning whether the local students prefer Ethiopian or expatriate teachers, both respondent students said they preferred Ethiopian teachers. Let's read from their own words:

S1 said, "I prefer Ethiopian teachers because they are very structured. They deliver their lessons in steps from introduction to closure slowly following our pace. They check their students understanding time and again and provide locally familiar examples. They can

understand our problems easily which foreigners cannot do. Their pronunciation is intelligible, etc.".

Similarly, S2 confirmed the same by saying, "I prefer Ethiopian teachers because they teach on our pace. They know the linguistic competence of their students. Furthermore, they are structured and their pronunciation is intelligible. They give us as many local examples as possible until we catch up with the lesson".

Local Students' Expectations from Expatriate Teachers

"My expectation was to get exposure to English and English speaking cultures. But I couldn't get my expectation since they didn't talk with us much and they didn't share their culture with us. I think I failed to meet my expectation because I had an exaggerated expectations" said S1.

Similarly, S2 said, "I expect to imitate their pronunciation and pronounce English as native speakers do. I also expected to know more about their culture and widen my knowledge of the global society. But both of my expectations were unmet because they didn't tell us about their culture (no cross cultural exchange) and they didn't train us on pronunciations". Therefore, both interviewees failed to meet their expectations.

Advantages and Disadvantages of Learning with Foreign Teachers

S1 tried to list the advantages and disadvantages as follows: Compared to Ethiopian teachers, giving more freedom to students, their being generous on grade provision are the benefits; and failing to measure the competence of their students, poor lesson presentation and failing to check their students understanding are their shortcomings. As a means of minimizing or avoiding the shortcomings, S1 suggested awareness training on the way of teaching-learning in Ethiopian Universities, on the education policy of the country (Ethiopia), on multicultural context of Ethiopia and on lesson presentation (methodology).

S2, on the other hand, said, "I see no advantage at all. I advise the government to exert maximum care during recruitment. They should be observed while teaching. Many of them do not know how to teach. I mean they lack pedagogical knowledge".

Generally, both respondents could not mention strong points on the advantages of expatriates. They thought learning by expatriate teachers is a mere disadvantage.

Major Problems that Negatively Influenced the Local Students Learning

Both respondents mentioned major problems that negatively influenced their learning include shortage of reference materials in the university library, connectivity problem (no internet access, and teachers' commitment (to provide the necessary support including e-books, lecture notes, etc.).

Local students' advice for maximizing the use of foreign teachers' expertise

In line with this theme, S1 said, "In order to use the foreign teachers' potential, concerned bodies should give cross cultural trainings on the rules and regulations of the university, on the countries education policy, on Ethiopia's multicultural setting, on how to work with Ethiopian teachers, and on interpersonal communication skills".

Similarly, S2 mentioned, "I strongly agree that knowing the students culture is very important for foreign teachers. So, offering cross cultural training is crucial. Foreign teachers should get awareness on the nature of Ethiopian classrooms, Ethiopian values & norms, education policy, assessment policy", etc.

DISCUSSION AND CONCLUSION

The study focused on four research questions relating to expatriate teachers multicultural competence and students' attitude towards the expatriates. The specific research questions of the study were to:

- Do expatriate instructors have Knowledge about multiculturalism?
- Do the expatriate instructors have awareness on multiculturalism?
- What multicultural skills do participant expatriate instructors have?
- What are the attitudes of both expatriate teachers and their students towards one another?

All the research questions were attained. The following points clearly depict how each research question of the study was answered:

Research Question 1

The first research question was to see "whether expatriate teachers have awareness on multiculturalism". The research instruments used to answer this question were expatriate teachers' questionnaire and expatriate teachers' structured interview.

Accordingly, the data clearly depicted that majority of the participant expatriate teachers do not have the knowledge of multiculturalism. This is clearly depicted in the analysis section. Looking at the analysis of expatriate teachers' questionnaire data, we can deduce that majority of the respondents suffer from misconceptions on multiculturalism. The reason for these misconceptions include lack of induction program or lack of prior training on multiculturalism (refer expatriate teachers' interview section)

Research Question 2

The second research question was to investigate the expatriate instructors' awareness on multiculturalism. The instruments used to answer this research question were expatriate teachers' questionnaire and structured interview.

The participant expatriate teachers are accomplishing objectives of multicultural education which include inclusion and cultural tolerance. Therefore, it is possible to conclude that participant expatriate teachers have some sort of awareness about multiculturalism. They understand differences and tried to be inclusive in their teaching.

Research Question 3

The third research question was on the multicultural skills that participant expatriate teachers have. The instruments used to answer this question were expatriate teachers' questionnaire and structure interview. In section on expatriate teachers questionnaire with 11 items were analyzed

and the result showed that participants have multicultural skills which enable them to communicate with people from different culture.

Similarly the result of the interview questions on the participant expatriates' challenges in teaching Ethiopian students show that, initially, there were misunderstandings between local students and their foreign teachers. These misunderstandings include language as well as culture differences. But, participant instructors mentioned that their interactions are improving from time to time.

Research Question 4

Research question 4 was on the attitudes local students have towards expatriate teachers. The instruments used to answer this question were students' questionnaire and structured interview for students'.

The result showed that participant students have fair attitude towards their expatriate teachers. This means that they did not completely favor expatriates or they did not show negative attitude towards them. They said, expatriate teachers give more freedom than Ethiopian teachers; they are resourceful, and they are generous on grades (Refer to students' interview section).

However, in some specific instances the respondents show negative attitude towards expatriate teachers. For example, majority of the respondents chose to be taught by Ethiopian teachers than expatriates (see item 18-20). In personal interview, respondent students mentioned the issues that made them chose Ethiopian teachers over Expatriate teachers. They said that the expatriates' English has unfamiliar accent which hinders understanding; while teaching, they did not check students understanding, they simply rush, their methodology is confusing; they are not structured, they lack pedagogical skills, etc.

Therefore, the result of both the students' questionnaire and structured interview depicted that participant students have 'fair' attitude towards their expatriate teachers though when they are given a chance to choose between Ethiopian and Expatriate teachers, the majority prefer Ethiopian teachers. This in turn shows that respondent students have positive attitude towards Ethiopian teachers than expatriate teachers.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Host Universities should give induction training on working in multicultural setting for newly deployed expatriate teachers;
- Host Universities should provide pedagogical skills training for expatriate teachers;
- Host universities should follow-up the teaching, advising, etc. of expatriate teachers and assist them;
- When hiring expatriate teachers, priority should be given to those with pedagogical skills training.

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