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Experts' Points of View on Culturally Responsive Teaching for Remedial Education

Abstract: Incorporating cultural elements into pedagogy is perceived to enhance the language literacy proficiency of underachieving students. This research aims to determine the components required for developing a culturally responsive teaching strategy for remedial education in primary schools. The study utilized a quantitative research design by employing the Fuzzy Delphi method, in which data were collected via questionnaires received from a cross-disciplinary panel of 30 experts The data analysis results indicated that the experts approved all the components based on the consensus value exceeding 75%, the threshold value (d) being less than or equal to 0.2, and the fuzzy score (A) being greater than or equal to 0.5. The experts agreed to establish a culturally responsive teaching model for remedial education, which consists of six central components and 27 elements. The components include teachers' professional competence, interaction, the classroom ecosystem, teaching planning and implementation, assessment, and social support involvement. This study offers culturally responsive teaching strategies for remedial teachers to help underachieving students with inadequate language literacy skills.

Keywords: culturally responsive teaching, Fuzzy Delphi, language literacy, remedial education, teaching strategies

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Introduction

The objective of raising the global community's language literacy level continues to receive focus. Similar goals and initiatives for literacy development have been implemented globally over the last few decades. According to estimations of the global population's literacy rate by UNESCO (2023), 763 million individuals lack proficiency in fundamental language skills or are illiterate. Despite an increase in high language literacy levels from 80% to 87% globally between 2000 and 2022, reports indicate that 250 million children still lack basic language literacy skills. In Malaysia, the proportion of the local populace with high language literacy levels only at 87% of the total population in 2022. The ongoing discourse regarding the root cause of this issue has identified multiple factors, including the problem of poverty, the aftermath of the COVID-19 pandemic, and the emergence of diverse learning styles, as explained by McMurry (2020). Nevertheless, an aspect that warrants investigation in this study is the population diversity in Malaysia, which renders language literacy proficiency one of the contributing factors to the persistence of the issue (Alburry 2021; De Weerdt 2021; Ong 2022).

Malaysia's multicultural population has led to the preservation of a national language that all citizens must learn. However, teachers face challenges in ensuring that every student can excel in the national language. These challenges include the use of colloquialisms in tasks, language confusion, and an overabundance of local dialect influence (Komorowska 2023; Sielanko-Byford and Zielińska 2023; Saiegh-Haddad et al. 2022). This issue arises from the diverse population of Malaysia, and it has the potential to impact the academic achievements of students. Without a remedy for this scenario, the issue of literacy in the national language will likely escalate. Siregar (2022) stated that a nation's population is closely linked to its culture, significantly impacting how well pupils learn languages. Malaysia's population comprises diverse cultures, encompassing various races, ethnicities, and religions, making mastering a common language challenging for its multicultural society. Lee et al. (2021) found that while Malaysia has an official national language, some individuals utilize it exclusively as a secondary language. This concern pertains to groups that, due to cultural influences, do not employ

the national language as their primary mode of daily usage. However, teachers can immerse themselves in their students' cultures and daily lives to address this issue and help them master fundamental language literacy skills.

Employing inventive and integral teaching techniques assists educators in managing learning activities, enhancing student motivation, facilitating student understanding, and influencing student success. Incorporating cultural elements into instruction enhances language literacy outcomes for students facing difficulties (Kruk 2023). As facilitators of student learning, teachers must acknowledge that each student possesses a distinct background and learning approach. Evans et al. (2020) and Anuas et al. (2024) suggested fostering an optimal learning environment for underachieving pupils, whereby instructors must employ their pedagogical expertise to establish connections between the students' academic coursework and their personal experiences. Adapting teaching to student culture is an advantageous approach for educating struggling students (Ladson-Billings 2021).

Remedial Education in the Malaysian Context

The Special Remedial Programme introduced in Malaysia aims to assist students in mastering the fundamental skills of literacy (reading and writing) and numeracy at the primary school level. Students in the programme range from eight years of age until they achieve proficiency in these skills. Students enrolled in the programme attend instructional sessions in a separate classroom from their peers who have achieved literacy proficiency in Malay, the official language of Malaysia. The students attend remedial teaching sessions until they acquire the fundamental language literacy skills outlined in the remedial education curriculum. To accomplish this, in 2019, the Malaysian Ministry of Education (MOE) created an integrated curriculum that includes cross-subject activities to provide students with a diverse learning experience rather than focusing solely on the teacher's instruction. For example, a bridging programme in remedial education allows teachers to incorporate learning themes from textbooks into the remedial education curriculum. Achieving this objective enables these academically challenged pupils to maintain pace with their peers enrolled in the advanced course and to effectively apply the knowledge gained to practical scenarios beyond the classroom. In this context, Bakešová (2022) found that teachers assume a critical responsibility to guarantee that their pupils acquire the knowledge that satisfies fundamental language literacy abilities and addresses contemporary demands. Thus, remedial teachers must be ready to fully understand the curriculum content and enhance their teaching methods and strategies. However, the current situation demonstrates that teachers need help implementing culturally based teaching methods and require a different approach that is better suited to the curriculum for remedial education (Anuas et al. 2023; Gillispie 2021; Neri et al. 2019).

The execution of remedial teacher instruction remains contingent on the curriculum structure guidelines established by the national education authority to implement school remedial programmes. Despite skill prerequisites being

incorporated into the design of the teaching guide, McDowall (2020) found that deficiencies remain when the curriculum fails to address students' personal lives and backgrounds. Gałan and Malela's (2020) study on students' perceptions of teachers' teaching for language literacy found that teachers who teach language literacy continue to struggle with preparing and mastering student-centred teaching that meets the most recent educational standards. The study revealed that teachers strayed from the principles of the literacy learning approach, which promotes placing importance on students' personal lives outside of the educational setting. Studies conducted by Alam and Mohanty (2023) and Del Carmen Salazar (2019) suggested that students' lack of interest in the academic curriculum's subject matter may be due to a reduced emphasis on cultural and background factors that do not accurately reflect the students' experiences. Consequently, students encounter challenges in connecting their academic knowledge with real-world situations.

Remedial teachers are encouraged to modify their instructional approaches in consideration of their students' cultural and personal backgrounds in order to enhance their learning experiences. Perry and Vlachopoulos (2023) found that pupils believed that their educators were not effective at familiarizing themselves with pupils' native cultures and incorporating a variety of pedagogical approaches. In line with contemporary learning concepts, students expect their instructors to use a variety of teaching approaches (Käsper et al. 2018), utilize student-friendly communication (Bourgoin and Bouthillier 2021), incorporate students' personal lives and cultural backgrounds into the learning process (Purcell-Gates 2020), engage students' attention (Tatoj and Balches Arenas 2023), and comprehend their home lives (Mellom et al. 2018). Dabbagh et al. (2023) found that cultural themes in textbooks needed to reflect students' home lives more accurately. Minority students perceive a diminished emphasis on their race within the formal curriculum framework implemented at their educational institutions, specifically in textbooks. Thus, remedial teachers should be provided with opportunities to investigate alternative teaching approaches that are more closely aligned with students' daily experiences.

Culturally Responsive Pedagogy

This study develops a proposed teaching model using Vygotsky's (1986) theory of sociocultural constructivism and Gay's (2002) culturally responsive pedagogy model as the primary theoretical framework. By placing additional emphasis on the notion of remedial education, Roslan's (2016) injection of an effective teaching model for remedial education further develops the model's content. The initial purpose of introducing sociocultural constructivism was to predict the degree to which cultural beliefs and attitudes influence the execution of teaching and learning (Bergbauer and Van Staden 2018). As a variant, the culturally responsive pedagogy model employs learning support to facilitate the adaptation of instructional strategies to the contexts and cultures of students (Martinez 2022). The culturally

responsive content context presented in the original theory may not accurately represent the role of culture when applied to a subject requiring enhancement or adaptability. However, it is necessary to refine the initial notion of culturally responsive pedagogy to be more precise. Focusing on specific subjects and domains has resulted in neglecting potentially significant connections for teaching and learning (Piotrowski and Sadowska-Dobrowolska 2023). To determine the future research trajectory in language literacy and advance the theory, this study undertakes a comprehensive analysis and improvement of cultural theory to integrate it into language literacy instruction. To clarify the results and promote their relevance to the domain of language literacy, this research focuses on aspects of instructional execution and assistance from sources outside the classroom. This is because language literacy instruction employs a methodology distinct from primary education, and students with lower proficiency levels need additional resources to develop foundational language literacy skills (Kruger-Marais 2024).

While it is widely acknowledged that culture has significant effects on student learning, this research has modified three variables from the culturally responsive pedagogy framework: the professional competence of the teacher, the nature of the interaction, and the assessment method. By prioritizing elements such as teacher expertise, cross-cultural communication strategies, and culturally appropriate evaluation methods, the culturally responsive pedagogical framework is among the most influential models for developing a culturally responsive teaching framework (Anderson et al. 2022; Chouinard and Cram 2020). The culturally responsive pedagogy model has been utilized as the foundation for this research to devise a culturally responsive instructional approach for remedial education aimed at students who cannot attain proficiency in language literacy. Prior research has demonstrated that the influence of culturally responsive pedagogical models on the language learning performance of students is substantial (Kotluk and Kocakaya 2018). In addition, primary research and systematic analyses have shown a correlation between implementing culturally responsive pedagogical models and student achievement, suggesting that such models have a beneficial impact (Bal 2018; Duong et al. 2019).

This study introduces the classroom ecosystem variable to ensure that culturally responsive teaching aligns with the needs of remedial education in Malaysia. During the implementation of the remedial programme in schools, students will engage in a specialized instructional session for literacy development, separate from their mainstream classmates. The concept of segregating students during educational activities, as expressed by Madani (2019) and Klimecká (2023), may lead to psychosocial consequences, anxiousness, emotional turmoil, and the reinforcement of stigma arising from perceived personal inadequacies. However, separation in the remedial programme provides a structure that focuses on underperforming students through targeted, student-centred literacy interventions. Students in the remedial programme will participate in mainstream classroom instruction for supplementary subjects, including art, physical education, and music. Consequently, integrating classroom elements that align with students' cultural backgrounds can improve their literacy skill acquisition while addressing

social issues that may arise during periods of learning isolation (Sutrisno et al. 2023). Therefore, this study considers that creating a culturally responsive teaching strategy requires an understanding of the classroom ecosystem.

Methodology

This study utilizes the Fuzzy Delphi method (FDM). The FDM integrates the traditional Delphi technique with fuzzy logic to systematically achieve expert consensus in decision-making or forecasting, particularly within education and the social sciences. The fundamental principle of this method is the incremental accumulation of expert opinions via questionnaires. In contrast to the traditional Delphi method, the FDM employs fuzzy numbers—typically represented as a triangle comprising minimum, probability, and maximum values—to address uncertainty and imprecision in human judgement. This procedure entails multiple iterations in which the consensus value is evaluated against a threshold value to guarantee that only genuinely agreed-upon items are preserved.

According to Ciptono et al. (2019), the FDM can obtain consensus among experts who serve as research participants on the issues under consideration based on the perspectives of those knowledgeable in a specific field of study. The advantage lies in its enhanced flexibility and precision in evaluating subjective opinions, rendering it appropriate for intricate matters requiring expert assessment (Siraj et al. 2020). The experts in this study consist of a cross-disciplinary group, as the teaching model developed results from synergy between two major disciplines, including culture and education, necessitating expert opinions to make the best consensus for developing a culturally responsive teaching model for remedial education.

When using the FDM, the number of participants can lead to various opinions being discussed. Adler and Ziglio (1996) recommended that the panel of experts should consist of 10 to 15 individuals to ensure high homogeneity. This study engages the expertise of professionals from diverse fields. The study aligns with Chu and Hwang's (2008) perspective that a group of 10 to 50 diverse experts is adequate, and uses a panel of 30 experts selected through purposive sampling. The panel of experts includes individuals with cross-disciplinary backgrounds in remedial education, curriculum, education administration, and the social sciences, specifically the field of culture. The selection criteria for the experts were a minimum of a bachelor's degree in education and 10 years of experience in their respective fields. The selection criteria align with the requirement that the reference experts possess substantial expertise and experience in their fields gained over at least five years (Abdullah and Siraj 2018). All experts should possess a solid academic background (Skulmoski et al. 2007). The experts' demographic information is shown in Table 1.

Level of education	Frequency
Doctor of philosophy (PhD)	16
Master's degree	11
Bachelor's degree	3
Total	30
Years of work experience	**Frequency**
Less than 10	2
11 to 15	5
16 to 20	15
More than 20	8
Total	30
Field of expertise	**Frequency**
Remedial education	9
Sociology	10
Curriculum developer	6
Curriculum policymaker	5
Total	30

Table 1: Experts' demographic information.

Fuzzy Delphi Questionnaire

Before this study, a needs analysis was conducted to gather the preliminary information required to develop the framework and its constituent parts and indicators. Alharbi and Khalifa (2021) asserted that the formulation of the FDM questionnaire content can be derived from a literature review, pilot study, observational experiences, or interviews. Consequently, multiple components and elements were used to establish a culturally responsive teaching model for remedial education, adapted from the curriculum and previous models, including the cultural diversity education model (Banks 2011), culturally responsive classroom management (Weinstein et al. 2004), the culturally responsive teaching model (Gay 2018), and the effective teaching model for remedial teachers (Roslan 2006). Readers may consult the input from the needs analysis in the study by Anuas et al. (2023), utilized in formulating the culturally responsive teaching model for remedial education questionnaire. The valuable insights from prior research comprise six components and 27 elements that establish the foundational framework of this teaching model. The components and elements were subsequently transformed into multiple statements, constituting items in the questionnaire designed to gather the expert panel's perspectives on the developed teaching model's content. Each component constitutes a distinct section of the survey form to enable the expert panel's evaluation based on the constructs.

Upon completing the instrument's content, it was initially presented to a five-member expert panel to assess internal validity, concentrating on the content dimensions of the teaching model and linguistic usage. Revisions were implemented to the questionnaire based on feedback to enhance its structure and content. Furthermore, the questionnaire was subjected to an evaluation to determine its reliability. The reliability of the instrument was evaluated by computing its reliability coefficients using Cronbach's alpha formula. Table 2 summarizes the primary components, elements, and Cronbach's alpha values necessary to deem this instrument reliable.

Components	Elements	Cronbach's alpha
Teachers' professional competence	Cultural knowledge; Self-awareness; Valuing diversity; Curriculum knowledge; Self-professionalism empowerment; Pedagogical method; Pedagogical reflection	0.821
Interaction	Positive communication; Constructive relation; Cross-cultural communication; Pedagogical language	0.911
Classroom ecosystem	Classroom organization; Safe setting; Transparency	0.873
Teaching planning and implementation	Lesson planning; Lesson implementation; Teaching materials; Cultural integration; Scaffolding	0.876
Assessment	Authentic; Continuous assessment; Self-assessment; Peer assessment	0.926
Social support involvement	Collaborating and interweaving with parents; Collaborating and interweaving with surrounding community; Collaborating and interweaving with school community; School ethos	0.915

Table 2: The components, elements, and Cronbach's alpha values of the teaching model components.

Fuzzy Delphi Data Analyses

The questionnaire data were methodically analysed. The comprehensive analysis of the FDM process was structured based on the following steps, as put forward by Chang et al. (2011) and Jamil et al. (2014).

Step 1: A 30-person expert panel was utilized to confirm that the components could be effectively measured using linguistic variables. A seven-point questionnaire, as shown in Table 3, was distributed to the panel experts to obtain a consensus on each component to achieve the study's objectives.

Scale	Level of Agreement	Fuzzy Scale
1	Extremely Strongly Disagree	(0.0, 0.0, 0.1)
2	Strongly Disagree	(0.0, 0.1, 0.3)
3	Disagree	(0.1, 0.3, 0.5)
4	Moderately Agree	(0.3, 0.5, 0.7)
5	Agree	(0.5, 0.7, 0.9)
6	Strongly Agree	(0.7, 0.9, 1.0)
7	Extremely Strongly Agree	(0.9, 1.0, 1.0)

Table 3: Seven-point fuzzy scale.

Step 2: All linguistic variable values were converted to a triangular fuzzy number system, as shown in Table 2. The aim was to clarify ambiguity among the experts by structuring the respondents' answers. The three fuzzy values were categorized based on their level as the minimum value (m1), the most plausible value (m2), and the maximum value (m3). The higher the scale level, the more accurate the response analysis, as shown in Figure 2 (Cheng and Lin 2002). Each response from the experts was assigned one of three fuzzy values representing the expert's opinion.
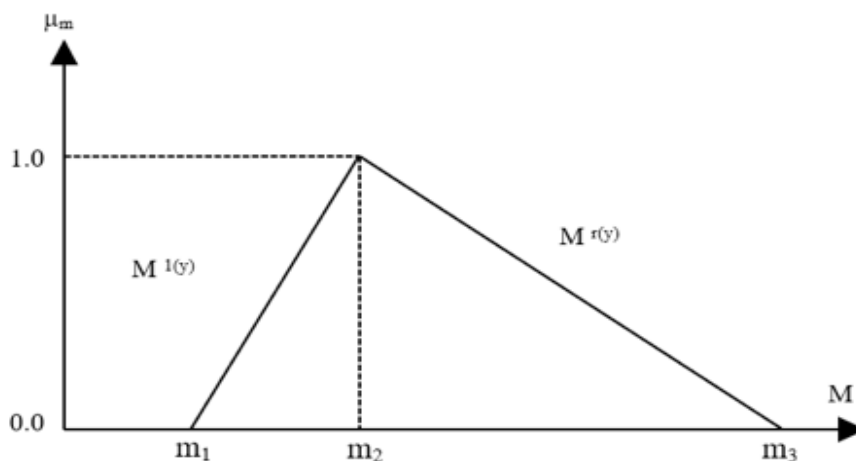

Figure 1: Triangular fuzzy values.

Step 3: Triangular fuzzy values were calculated for individual components and elements to determine compliance with calculation requirements. The triangular fuzzy number has two conditions: First, the value of the threshold (d) must be ≤ 0.2. The threshold value is used to establish the degree of consensus among experts. If the threshold value is 0.2 or less, all experts are deemed to have

reached a consensus, as per Chen (2000). Second, the entire expert group agreement must reach a consensus of over 75% (Chu and Hwang 2008). Alternatively, a second iteration of the FDM should be carried out. The formula shown in Figure 2 was used to calculate the threshold value:

$$d(\tilde{m}, \tilde{n}) = \sqrt{\frac{1}{3}[(m_1 - n_1)^2 + (m_2 - n_2)^2 + (m_3 - n_3)^2]}$$

Figure 2: Threshold for triangular fuzzy numbers.

Step 4: The alpha-cut aggregate level of fuzzy evaluation was calculated using the cumulative quantity of fuzzy numbers after obtaining expert consensus. The subsequent formula was utilized to determine and calculate the fuzzy values: Maximum available area = (4m1 + (2m2)m3).

Step 5: This step involved the defuzzification procedure. The defuzzification value was determined based on the variables agreed upon by the consensus of the respondents according to their positions. The variables with the highest defuzzification values were prioritized and considered output variables. The α-cut value was the median value between 0 and 1, calculated as α-cut = (0 + 1)/2 = 0.5. If A was less than the α-cut value of 0.5, the item was rejected, as per the experts' agreement. Conversely, if A was greater than 0.5, the item was accepted based on the experts' decisions (Tang and Wu 2010). There are three different formulae for determining the α-cut value that may be chosen, as follows:

1. A = 1/3* (m1 + m2 + m3) or
2. A = 1/4* (m1 + 2m2 + m3) or
3. A = 1/6*(m1 + 4m2 + m3).

The participation of experts from various fields requires a balance between m1, m2, and m3 values. Hence, the formula of A = 1/4* (m1 + 2m2 + m3) was implemented. In this regard, the average value calculated will be more conservative and well-balanced (Chen 2000).

Step 6: The final step included the ranking process. Saido et al. (2018) elucidated the model's ranking or subphase processes. The model elements were ranked based on the defuzzification value for the consensus of the experts, and the placement within the model established the maximum value deemed the most significant.

Results

A total of six components and 27 elements were developed and tested using the FDM. Overall, the findings show that each component and element was accepted and agreed upon by the expert panel to be carried forward as content in

culturally responsive teaching for remedial education. The analysis results for each component and element are outlined in the tables below.

Table 4 displays the Fuzzy Delphi analysis of the primary components of the teaching model developed in this study. Each component must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Components	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts' Consensus (%)	Fuzzy Score (A)	
Teachers' professional competence	0.116	93%	0.931	Accepted
Interaction	0.093	93%	0.928	Accepted
Classroom ecosystem	0.078	97%	0.926	Accepted
Teaching planning and implementation	0.089	93%	0.922	Accepted
Assessment	0.086	93%	0.912	Accepted
Social support involvement	0.075	97%	0.909	Accepted

Table 4: Analysis of expert consensus on the main components of culturally responsive teaching for remedial education.

All six components achieved a consensus of agreement from the experts, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all six components were accepted. The defuzzification values can also be used to determine the priority ranking of importance for each component. The priority order of the components was Teachers' professional competence (1st), Interaction (2nd), Classroom ecosystem (3rd), Teaching planning and implementation (4th), Assessment (5th), and Social support involvement (6th).

Table 5 displays the Fuzzy Delphi analysis of the elements of the Teachers' professional competence component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Cultural knowledge	0.115	92%	0.781	Accepted
Self-awareness	0.137	86%	0.884	Accepted
Valuing diversity	0.103	95%	0.911	Accepted
Curriculum knowledge	0.106	92%	0.904	Accepted
Self-professionalism empowerment	0.118	90%	0.889	Accepted
Pedagogical method	0.094	93%	0.982	Accepted
Pedagogical reflection	0.114	93%	0.908	Accepted

Table 5: Analysis of expert consensus on the elements of the Teachers' professional competence component.

A total of seven elements achieved a consensus of agreement from the experts for the Teachers' professional competence component, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all seven elements were accepted. Similar to Table 4, the defuzzification values can also be used to determine the priority ranking of importance for each element. The priority order of the elements was Pedagogical method (1st), Valuing diversity (2nd), Pedagogical reflection (3rd), Curriculum knowledge (4th), Self-professionalism empowerment (5th), Self-awareness (6th), and Cultural knowledge (7th).

Table 6 displays the Fuzzy Delphi analysis of the elements of the Interaction component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Positive communication	0.077	98%	0.928	Accepted
Constructive relation	0.128	87%	0.891	Accepted
Cross-cultural communication	0.135	88%	0.891	Accepted
Pedagogical language	0.125	82%	0.896	Accepted

Table 6. Analysis of expert consensus on the elements of the Interaction component.

A total of four elements achieved a consensus of agreement from the experts for the Interaction component, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all four elements were accepted. The defuzzification values can also be used to determine the priority ranking of importance for each element. The priority order of the elements was Positive communication (1st), Pedagogical language (2nd), and Cross-cultural communication and Constructive relation (joint 3rd).

Table 7 displays the Fuzzy Delphi analysis of the elements of the Classroom ecosystem component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Classroom organization	0.115	89%	0.899	Accepted
Safe setting	0.075	96%	0.931	Accepted
Transparency	0.083	97%	0.924	Accepted

Table 7. Analysis of expert consensus on the elements of the Classroom ecosystem component.

A total of three elements achieved a consensus of agreement from the experts for the Classroom ecosystem component, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all three elements were accepted. The defuzzification values can also be used to determine the priority ranking of importance for each

element. The priority order of the elements was Safe setting (1st), Transparency (2nd), and Classroom organization (3rd).

Table 8 displays the Fuzzy Delphi analysis of the elements of the Teaching planning and implementation component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Lesson planning	0.085	96%	0.924	Accepted
Lesson implementation	0.102	94%	0.911	Accepted
Teaching materials	0.115	89%	0.904	Accepted
Cultural integration	0.165	77%	0.873	Accepted
Scaffolding	0.105	93%	0.911	Accepted

Table 8: Analysis of expert consensus on the elements of the Teaching planning and implementation component.

A total of five elements achieved a consensus of agreement from the experts for the Teaching planning and implementation component, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all five elements were accepted. The defuzzification values can also be used to determine the priority ranking of importance for each element. The priority order of the elements was Lesson planning (1st), Lesson implementation and Scaffolding (joint 2nd), Teaching materials (4th), and Cultural integration (5th).

Table 9 displays the Fuzzy Delphi analysis of the elements of the Assessment component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Authentic	0.128	88%	0.915	Accepted
Continuous assessment	0.098	94%	0.913	Accepted
Self-assessment	0.099	93%	0.909	Accepted
Peer assessment	0.117	90%	0.899	Accepted

Table 9: Analysis of expert consensus on the elements of the Assessment component.

A total of four elements achieved a consensus of agreement from the experts for the Assessment component, as they exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were above 0.5. Thus, all four elements were accepted. The defuzzification values can also be used to determine the priority ranking of importance for each element. The priority order of the elements was Authentic (1st), Continuous assessment (2nd), Self-assessment (3rd), and Peer assessment (4th).

Table 10 displays the Fuzzy Delphi analysis of the elements of the Social support involvement component. Each element must satisfy the three primary criteria of FDM to be accepted by expert consensus.

Elements	Condition of triangular fuzzy numbers		Condition of defuzzification process	Expert Consensus
	Threshold Value, d	Experts Consensus (%)	Fuzzy Score (A)	
Collaborating and interweaving with parents	0.103	92%	0.913	Accepted
Collaborating and interweaving with surrounding community	0.108	92%	0.910	Accepted
Collaborating and interweaving with school community	0.090	95%	0.920	Accepted
School ethos	0.106	94%	0.910	Accepted

Table 10: Analysis of expert consensus on the elements of the Social support involvement component.

The experts agreed on a total of four elements for the Social support involvement component. These elements exceeded the acceptance value of 75%, the threshold values were below 0.2, and the fuzzy score (defuzzification) values were greater than 0.5. Consequently, all four elements were approved. The defuzzification values can also be used to determine the priority ranking of importance for each element. The elements were prioritized as follows: Collaborating and interweaving with the school community (1st), Collaborating and interweaving with parents (2nd), and Collaborating and interweaving with the surrounding community and School ethos (joint 3rd).

Discussion

Using the Fuzzy Delphi technique, this study successfully identified components and elements of a proposed model for culturally responsive teaching for

remedial education that garnered consensus among a panel of experts. The elements were also arranged according to the priority given by the experts to each component. The study's findings indicate that it is essential to incorporate every element in designing a culturally responsive teaching model for remedial education. The expert panel identified the following elements relating to teachers' professional competence: cultural knowledge, self-awareness, celebrating differences, curriculum knowledge, strengthening self-professionalism, diversity of teaching techniques, and teaching reflection. As demonstrated by the introduced elements, the development of this instructional model should emphasize educators' mastery of cultural and pedagogical knowledge. Practical teaching activities can be carried out more systematically when instructors possess a high level of competence in both pedagogical knowledge and subject matter (Firoozi et al. 2019). The result is that the teacher will successfully motivate and attract the attention of underachieving students, allowing them to fully engage with the teacher's language teaching because the students feel that there is a closer relationship between the teacher and the student (Idrus and Sohid 2023).

Culturally responsive teaching considers the interaction process when engaging students from various cultures and backgrounds. The highlighted interaction elements include positive communication, developing personal relationships, cross-cultural communication, and instructional communication. Cerutti et al. (2023) found that effective communication between teachers and underperforming students can occur when elements of the students' backgrounds are addressed. Meanwhile, Gist et al. (2019) advocated for a democratic approach to education, allowing every student to voice their opinions and engage in constructive discussions regardless of their diverse backgrounds. Introducing student culture into learning can enhance active participation by creatively applying existing experience to language-based learning activities (Marsh et al. 2019).

Furthermore, the findings of this study in relation to the classroom ecosystem components indicate that incorporating the physical environment and learning space should be a primary emphasis when developing a culturally responsive teaching strategy. The purpose of language learning should dictate the function and role of each integrated situation and space, as determined by the classroom structure, safe environment, and transparency elements. Bennett et al. (2017) found that integrating classroom design and spaces with student experiences can impact language learning outcomes and guarantee that students are provided with unambiguous information. Emphasizing the arrangement of physical space is crucial to minimize interruptions during the learning process, as it can impact the teacher's delivery of instruction. According to Bottiani et al. (2017), students' acceptance of language learning can occasionally be influenced by the language's usability and simplicity, while Kowalik and Woch (2023) found that students experience happiness and enjoy learning in an environment that acknowledges and appreciates their culture.

The panel of experts emphasized that when creating a teaching strategy considering students' cultures, attention should be directed towards planning, implementing teaching strategies, selecting teaching materials, incorporating culture

into language learning, and providing guidance. Culturally responsive teaching is essential for incorporating students' cultural backgrounds into learning. The introduced elements were certified by the panel of experts, who stated that students' cultural experiences can enhance their comprehension of a topic. Martinez (2022) clarified that students' learning experiences will be more stimulating and fulfilling when teachers integrate students' cultural backgrounds in the creation and application of teaching materials. Anderson et al. (2022) substantiated this finding, emphasizing the value of integrating authentic student cultures into language learning activities to improve teachers' instruction and promote students' proficiency in language literacy skills.

The expert panel highlighted the significance of selecting the appropriate assessment method for culturally responsive teaching. This study utilized authentic forms of assessment, continuous evaluation of student skills, self-assessment, and peer involvement. Assessment design should incorporate diverse methods to align with the emphasized cultural approach (Coombe et al. 2020). Gupta (2019) corroborated the sociocultural constructivism theory that utilizes cultural context, prior experience and current knowledge to connect a problem to a learned skill. Suzuki (2023) suggested that incorporating elements of students' backgrounds and cultures in assessment materials can help students connect language skills to real-life experiences, despite the belief that it is not a priority in evaluating language proficiency. The culturally responsive approach to assessment includes aspects such as peer involvement and student life outside of school, making it more comprehensive than other forms of evaluation (Ladson-Billings 2021).

The expert panel also approved the social support engagement component that this study developed to further reinforce the teaching model's structure. Social support groups, including parents, the community, and the school culture, collaborate to assist students in developing language literacy skills. This component is consistent with Troyer et al.'s (2018) findings that extrinsic support can enhance students' proficiency in language literacy. It also aligns with Kieran and Anderson's (2019) study on students with literacy learning difficulties, which found that accepting social support can enhance students' motivation to improve basic language skills. While the social support element is initially presented as a guide for teachers to establish external social support for student learning, the proposed element is the most significant socialization agent close to the students (Fraser et al. 2022). According to Maslow's hierarchy of needs theory (1943), individuals with solid motivations are more likely to satisfy a specific need, especially in the context of language learning.

Conclusion

Incorporating students' cultural backgrounds into the learning process constitutes an approach that can be deployed to aid them in acquiring core language literacy skills. This can be accomplished by incorporating cultural aspects

of learning into remedial education, which can be achieved through the teacher's classroom instruction. Expert consensus supports the idea that culture can significantly aid students in mastering language literacy skills. Culture has the potential to directly influence students' learning by way of the experiences that students already have (Kiew and Shah 2020). In today's advanced society, mastering language literacy skills is crucial. Reading and writing skills provide access to a knowledge base for exploring information and developing new skills. Adequate language literacy skills enable one to explore the world from a unique perspective and tap into an infinite source of creativity. Thus, the present surge of development necessitates that teachers alter their pedagogical practices to better assist students in acquiring language literacy abilities. This study has combined results from prior studies and expert agreement to create a culturally responsive teaching model for remedial education.

Integrating the theories and prior studies in this study enables a preliminary assessment of the components' suitability for developing a culturally responsive teaching strategy in remedial education. Civitillo et al. (2019) asserted that integration results offer novel insights for developing culturally responsive pedagogies applicable across diverse educational contexts. Our research model was further developed by incorporating the theory of sociocultural constructivism, the culturally responsive pedagogical model, and the teaching model of remedial education. The expert panel's evaluation determined the validity of this research model for use in remedial education.

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STALIŠČA STROKOVNJAKOV O KULTURNO ODZIVNEM POUČEVANJU V OKVIRU DO-POLNILNEGA POUKA

Povzetek: Vključevanje elementov učenčevih kultur v učno prakso naj bi izboljšalo bralno pismenost učencev z nižjimi dosežki. Ta raziskava se osredotoča na opredelitev komponent, potrebnih za razvoj kulturno odzivnih didaktičnih strategij pri dopolnilnem pouku v osnovni šoli. V raziskavi je bil uporabljen kvantitativni raziskovalni model z uporabo mehke metode Delfi. Podatki so bili zbrani prek vprašalnikov, ki jih je izpolnilo 30 različnih strokovnjakov. Rezultati analize podatkov so pokazali, da so v raziskavo vključeni strokovnjaki potrdili vse komponente, saj je konsenzualna vrednost presegla 75 %, mejna vrednost (d) je bila manjša ali enaka 0,2, vrednosti Delfi (A) pa je bila večja ali enaka 0,5. Strokovnjaki so se strinjali s potrebo po uvedbi modela kulturno odzivnega poučevanja v dopolnilni pouk, ki obsega šest osrednjih komponent in 27 elementov. Komponente modela so strokovna usposobljenost učiteljev, sodelovanje, razredni ekosistem, načrtovanje in izvajanje poučevanja, preverjanje in ocenjevanje znanja ter vključevanje socialne podpore. Raziskava predstavlja nekaj kulturno odzivnih didaktičnih strategij poučevanja za dopolnilni pouk, s katerimi lahko učitelji pomagajo učencem s nižjimi učnimi dosežki in manj razvitimi jezikovnimi zmožnostmi.

Ključne besede: kulturno odzivno poučevanje, mehka metoda Delfi, jezikovna zmožnost, dopolnilno izobraževanje, strategije poučevanja

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