

## **Two teaching practices in different multicultural perspectives**

The new immigrant families have increased with the surge of cross-cultural marriages between Taiwanese and Southeast Asian spouses, most of whose children study in kindergartens and lower grades of elementary school in a current. Different from previous researches about children's capabilities, the study focuses on preschool teachers' multicultural perspectives. From literature review, there are assimilation and acculturation perspectives. The assimilation contributes the reason of lower learning achievements to lower social and economic positions and inferior culture of minority students. It argues cultural equality and the policy of assimilation. However, the acculturation emphasizes the conflict between cultures, and asserts cultural inequality and the policy of acculturation. The perspectives affect teaching practices are cultural deprivation and cultural incompatibilities; cultural relevant teaching and assimilation teaching; sociological-pathological perspectives and egalitarian model of culture.

On the other hand, teachers who have different multicultural perspectives have different teaching practices. Hue with official language prospective in assimilation education is devoted to correcting accent and pronunciation of new immigrant's children while Feng always consults parents after school for what she gets lost about children's expression. Hue contributes inferior learning capability to disadvantaged culture background and education ability of new immigrant parents while Feng solicits helps of new immigrant mothers on teaching. Hue does not recognize heritage of inferior Southeast Asian culture and leaves absence of Southeast Asian culture in her curriculum while Feng accepts education capability of new immigrants and ensures advantages of dual cultures.

**keywords : Multicultural education, Education for new immigrants' children, multicultural teaching perspectives, teaching difficulties and resolution strategies**