REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKIZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

# INVESTIGATION OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS' READINESS OF TEACHING IN MULTICULTURAL ENVIRONMENTS

MASTER'S THESIS

EMEL NUR ER

SUPERVISOR

ASST. PROF. DR. MUSTAFA TEKİN

ÇANAKKALE – 2025

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Emel Nur ER tarafından Dr. Öğretim Üyesi Mustafa TEKİN yönetiminde hazırlanan ve **04/08/2025** tarihinde aşağıdaki jüri karşısında sunulan "**Investigation of Pre-service English Language Teachers' Readiness of Teaching in Multicultural Environments**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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## ETHICAL STATEMENT

In this thesis, prepared in compliance with the Thesis Writing Guidelines of Çanakkale Onsekiz Mart University's School of Graduate Studies; I affirm that all data, information, and documents presented were obtained and utilized in accordance with academic and ethical standards. I confirm that every source referenced in this work has been properly cited, no data has been altered, and the research is entirely original. I accept full responsibility for any consequences resulting from violations of these principles.

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Emel Nur ER

04/08/2025

## ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

……

Emel Nur ER

04/08/2025

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*Finally, I take a moment to acknowledge my own perseverance in pushing forward, even when the path was uncertain. May I forever remember that the girl who began this journey is not the woman who ends it, and that transformation is the most profound discovery of all. With this, I pledge to myself:*

*“Florebo quocumque ferar.”*

Emel Nur ER

Çanakkale, August 2025

## ABSTRACT

## INVESTIGATION OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS' READINESS OF TEACHING IN MULTICULTURAL ENVIRONMENTS

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04/08/2025, 69

This study examines the readiness of Turkish pre-service English language teachers to work in multicultural classrooms. As diversity in schools grows, teachers must develop both professional skills and cultural awareness to support students from varied backgrounds. Grounded in multicultural education, culturally responsive teaching, and intercultural competence, the research evaluates self-reported readiness among third and fourth-year teacher candidates through a survey and semi-structured interviews. Findings show that fourth-year students felt slightly more personally ready, while third-year students reported higher professional readiness, possibly reflecting recent coursework. Participants without teaching experience scored higher in professional readiness, suggesting a gap between theory and practice. Those from multicultural family backgrounds reported higher readiness in both dimensions. While attitudes toward multicultural teaching were positive, participants expressed a need for more experiential training. The results underscore the importance of incorporating practical, reflective, and culturally responsive strategies into teacher education programs, ensuring future English teachers are prepared to navigate the complexities of diverse classrooms in Türkiye.



**Keywords:** Multicultural education, Teacher readiness, Pre-service teachers, Intercultural competence, English language teaching

# ÖZET

## HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÇOK KÜLTÜRLÜ ORTAMLARDA ÖĞRETMENLİK YAPMA HAZIR BULUNUŞLUKLARININ İNCELENMESİ

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Bu çalışma, Türkiye'deki İngilizce öğretmeni adaylarının çok kültürlü sınıflarda öğretmenlik yapmaya yönelik, kendi beyanlarına dayalı hazır bulunuşluk düzeylerini incelemektedir. Eğitim ortamlarında çeşitliliğin artmasıyla birlikte, öğretmenlerin dilsel ve kültürel açıdan farklı öğrencilere yönelik hem mesleki yeterlikler hem de kişisel ve kültürel farkındalık geliştirmeleri gerekmektedir. Çok kültürlü eğitim, kültürel açıdan duyarlı öğretim ve kültürlerarası yeterlik kuramlarına dayanan araştırma, üçüncü ve dördüncü sınıf öğretmen adaylarının hazır bulunuşluklarını anket ve yarı yapılandırılmış görüşmeler yoluyla değerlendirmiştir. Bulgular, dördüncü sınıf öğrencilerinin kişisel hazır bulunuşluklarının, üçüncü sınıf öğrencilerinin ise mesleki hazır bulunuşluklarının daha yüksek olduğunu göstermektedir; bu durum, güncel ders içeriklerinin etkisiyle açıklanabilir. Öğretmenlik deneyimi olmayan katılımcıların mesleki hazır bulunuşluklarının daha yüksek olması, teori ile uygulama arasındaki boşluğa işaret etmektedir. Çok kültürlü aile geçmişine sahip olanlar ise her iki boyutta da yüksek puan almıştır. Katılımcılar genel olarak çok kültürlü öğretime olumlu yaklaşmış, ancak daha fazla uygulamalı ve deneysel eğitim talep etmiştir. Bulgular, öğretmen yetiştirme programlarında kültürel açıdan duyarlı, yansıtıcı ve uygulamalı yaklaşımların önemini vurgulamaktadır.

**Anahtar Kelimeler**: Çok kültürlü eğitim, Öğretmen hazır bulunuşluğu, Öğretmen adayları, Kültürlerarası yeterlik, İngilizce öğretimi

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## THE LIST OF ABBREVIATIONS

| | |
|---|---|
| CRP | Culturally Relevant Pedagogy |
| ELT | English Language Teaching |
| IC | Intercultural Competence |
| TESOL | Teaching English to Speakers of Other Languages |
| UNHCR | United Nations High Commissioner for Refugees |

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# CHAPTER ONE
# INTRODUCTION

## 1.1. Introduction

The introduction section of a research study serves to establish the framework for the entire work. It offers readers essential background information, helping them grasp the study's purpose, relevance, and rationale. To achieve this, this introduction section outlines key aspects such as the study's background, objectives, research questions, significance, assumptions, and limitations. Finally, the chapter concludes with a summary of the main points discussed.

## 1.2. Background of the Study

As globalization continues to shape societies worldwide, the ability to manage classrooms and teach effectively within multicultural settings emerged as a crucial competence for teachers, particularly for those teaching English (Banks, 2009). As the global lingua franca, English is often taught in classrooms that include students coming from varied cultural, language, and economic backgrounds (Crystal, 2003). This diversity presents educators with both opportunities and challenges, as they are expected not only to develop language proficiency but also to foster intercultural awareness and inclusive practices (Byram, 1997). For pre-service teachers, those who are undergoing training, the capacity to effectively address these challenges is a vital component of their professional development (Gay, 2010).

In countries like Türkiye, where Europe and Asia intersect, multiculturalism profoundly influences society and education (Bayyurt and Sifakis, 2017). Each year, Turkish classrooms are becoming increasingly multicultural due to the country's rich history of diverse ethnic and linguistic groups, coupled with recent migration trends (Sirkeci et al., 2018). This shift in demographic and social dynamics demands that English teachers possess the necessary knowledge, skills, and mindset to teach effectively in diverse settings. For pre-service and novice English teachers, this diversity can present unique challenges in classroom management and instructional delivery. Nevertheless, previous research suggests that pre-service teacher education programs in Türkiye fall

short of fully preparing future teachers to effectively handle the challenges of multicultural classrooms (Aydın and Kaya, 2017; Bayyurt, 2012). Although these programs typically emphasize language skills and teaching methods, they often neglect fostering intercultural competence and culturally responsive teaching approaches (Özışık et al., 2019).

In this context, teacher readiness plays a crucial role, referring to how future English teachers assess their own ability to meet the linguistic, cultural, and social needs of a heterogeneous student population (Darling-Hammond, 2006b). Readiness encompasses not just theoretical understanding but also practical abilities, confidence in one's teaching, and awareness of personal cultural biases (Ladson-Billings, 1995). For third- and fourth-year pre-service teachers approaching the completion of their training and about to begin their careers, readiness is especially important. Research remains scarce on teacher candidates' self-assessments of their readiness for multicultural teaching environments, with few studies focusing specifically on Türkiye (Durmuş and Korkmaz, 2023).

With this aim in mind, this research seeks to fill the existing gap by investigating how ready third- and fourth-year pre-service English teachers in Türkiye feel about teaching in multicultural settings. By analyzing their perspectives, the study aims to deepen the understanding of how to improve teacher training curricula to better prepare future educators for the challenges of multicultural learning environments. Findings may provide a foundation for revising instructional content, shaping educational policies, and enhancing teacher education programs, all of which are critical steps toward developing teachers' competence in fostering inclusive, high-quality learning experiences (Banks, 2009; Gay, 2010).

### 1.3. Purpose of the Study and Research Questions

This research investigates the perceived readiness of third- and fourth-year English teacher candidates in Türkiye to work in culturally diverse classrooms. The increasing cultural and linguistic diversity in Turkish schools, shaped by global integration, population movements, and the country's strategic location, has significantly elevated the importance of teachers' ability to effectively engage with varied student populations (Sirkeci et al., 2018). Scholarly evidence points to possible deficiencies in Turkish teacher

education programs in developing the necessary competencies for teaching diverse learners (Bayyurt, 2012). Focusing on teacher candidates' self-perceptions, this study examines their readiness for diversity-rich classrooms with the aim of proposing improvements for teacher education. By evaluating gaps in current training, it seeks to outline strategies for fostering culturally responsive educators (Gay, 2010; Ladson-Billings, 1995).

The research is guided by the following questions:

RQ1. What are pre-service English teachers' self-reported readiness levels of teaching in multicultural contexts?

1a. Do the participants' readiness levels of teaching in multicultural contexts vary depending on their:

- grade level?
- teaching experience (including practicum)?[1]
- upbringing?

RQ2. What are pre-service English teachers' views regarding teaching in multicultural contexts?

### 1.4. Significance of the Study

Beyond its theoretical contributions, this study aims to generate practical implications that may enhance instructional approaches and inform policy decisions in teacher preparation programs and inclusive education.

[1] Following Farrell (2015), and Richards (2017), 'teaching experience' here includes supervised practicums and language school instruction, distinct from in-service teaching.

This research contributes to theoretical discussions on teacher readiness by focusing on the unique context of pre-service English teachers in Türkiye, a demographic that remains underexplored in the literature (Bayyurt, 2012). By examining their perspectives, challenges, and needs of third- and fourth-year pre-service teachers, the study offers new insights into how teacher preparation curricula can be enhanced to better prepare prospective teachers for the demands of culturally diverse learning environments. Drawing on established frameworks such as culturally responsive teaching (Gay, 2010; Ladson-Billings, 1995) and intercultural competence (Byram, 1997; Deardorff, 2006), the research aims to demonstrate how these concepts can be meaningfully applied within the Turkish educational context.

The findings may provide actionable insights for reforming the structure and implementation of teacher training curricula within the Turkish context. Research indicates that a significant proportion of future educators feel underprepared to address the needs of culturally and linguistically diverse student populations (Darling-Hammond, 2006b). By identifying areas where teacher candidates feel least prepared, this study can offer valuable guidance to curriculum designers and teacher educators seeking to strengthen multicultural components in training programs. For instance, the findings may highlight the need for greater emphasis on intercultural communication, culturally responsive teaching methods, or strategies for supporting refugee and migrant learners (Sirkeci et al., 2018). Such knowledge facilitates alignment between theoretical frameworks and real-world application, preparing novice teachers with essential skills and conviction to succeed in heterogeneous educational settings (Banks, 2009; Gay, 2010).

At the institutional level, this investigation yields evidence-based direction for transforming Türkiye's teacher education system. As globalization and population mobility continue to influence Turkish society, findings identify specific policy interventions necessary to develop teachers capable of fostering equitable learning environments (Sirkeci et al., 2018). The study may address the gap between existing training models and the competencies required in contemporary diverse schools. For example, the research may emphasize the importance of introducing compulsory courses on multicultural education or expanding professional development opportunities that focus on intercultural skills (Bayyurt, 2012; Durmuş and Korkmaz, 2023). Implementation of these strategies may

advance a school system that genuinely embraces diversity and ensures equitable access for learners from all cultural and linguistic backgrounds (Banks, 2009; Ladson-Billings, 1995).

Lastly, this study holds broader significance for society as a whole. Investigating teacher candidates' readiness for diverse classrooms contributes to global efforts in promoting social cohesion, cross-cultural understanding, and equity in education (Byram, 1997; Deardorff, 2006). As classrooms worldwide become increasingly diverse due to migration and demographic shifts, there is a growing need to prepare teachers to foster inclusive and respectful learning (Gay, 2010; Ladson-Billings, 1995). This research offers transformative insights with wide applicability, informing not only pre-service teacher development and the professional growth of teacher educators but also positively impacting students, schools, and broader communities. In doing so, it supports the advancement of a more equitable and inclusive society (Banks, 2009).

### 1.5. Assumptions of the Study

This study is grounded on several key assumptions. Initially, it assumes that multicultural education is an essential component of effective teaching today, especially in diverse classrooms, as it fosters inclusivity, equity, and intercultural understanding (Banks, 2009; Gay, 2010).

Additionally, it assumes that teacher preparation programs are fundamental for developing the competencies necessary to teach effectively in culturally diverse learning environments.

Furthermore, it assumes that third- and fourth-year pre-service English teachers in Türkiye have had enough exposure to both theory and practice to critically reflect on their readiness to teach in multicultural settings.

Finally, it assumes that the participants will respond honestly and openly about their thoughts, challenges, and needs, thereby ensuring the trustworthiness of the data. These assumptions shape the study's design and interpretation, providing a clear

framework of understanding how ready these pre-service teachers feel to work in multicultural classrooms.

### 1.6. Limitations of the Study

This study has several important limitations that should be acknowledged. First, the sample is limited to third- and fourth-year pre-service English teachers from a single university in Türkiye. While this focused approach allows for an in-depth exploration of multicultural teaching readiness, findings may not be generalizable to all Turkish pre-service teachers or to those in other countries with different educational systems and cultural contexts. Consequently, the results may have limited applicability to settings facing different multicultural challenges or employing alternative approaches to teacher preparation.

A second limitation concerns the study's reliance on participant self-disclosure through survey responses and interview narratives. While these methods provide valuable subjective insights, they may not fully capture actual classroom practices. The findings may be influenced by self-perception, personal biases, or the tendency to provide socially desirable responses. While rigorous measures were implemented to ensure data reliability, the inherent constraints of self-reported data may still introduce some degree of measurement error. In addition, the researcher’s own perspectives and experiences may have influenced how the study was designed, implemented, and interpreted. Although efforts were made to minimize bias through reflexivity, complete objectivity is challenging to achieve. These limitations warrant caution in interpreting the findings and highlight areas where future research could expand and refine this work.

Lastly, the study captures participants’ views and experiences at a single point in time. A longitudinal approach that follows pre-service teachers over an extended period could offer a more comprehensive understanding of how their readiness evolves and changes, providing deeper insight into the developmental processes underlying multicultural teaching competence.

### 1.7. Chapter Summary

This chapter introduced the background, purpose, significance, assumptions, and limitations of the study. The background section emphasized the growing importance of multicultural education in a globalized world and the unique challenges faced by Turkish classrooms due to increasing cultural and linguistic diversity. The purpose section outlined the study's aim: to investigate pre-service English teachers' readiness levels and provide recommendations for optimizing teacher training curricula to address the needs of heterogeneous student populations in terms of language and culture. The significance section highlighted the study's contribution in bridging theory and practice, enriching the academic literature on multicultural teacher education, and offering evidence-based insights for program improvement, policy revision, and professional development. The chapter also presented the research questions, assumptions, and limitations, providing a clear framework for the research.

In the chapters that follow, the study will explore the theoretical foundations of multicultural education and teacher readiness (Chapter II), describe the research methodology (Chapter III), present and analyze the findings (Chapter IV), and discuss the implications and recommendations (Chapter V). Overall, this chapter has established the context, relevance, and objectives of the study, setting the stage for a deeper examination of the topic.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1. Introduction

The literature review part of a research study serves to position the research within existing scholarly discourse, identifying gaps in current knowledge and constructing the study's theoretical foundation through the synthesis of prior work. In line with this purpose, this section examines scholarly literature on pre-service English teachers' readiness for multicultural classrooms, drawing on foundational theories in multicultural education (Banks, 2009; Gay, 2010), intercultural pedagogy (Byram, 1997; Deardorff, 2006), and teacher training (Darling-Hammond, 2006a; Ladson-Billings, 1995). By integrating these perspectives, the review establishes a conceptual framework for evaluating Turkish teacher candidates' readiness while highlighting the study's theoretical significance and practical implications.

This review adopts a thematic structure to systematically analyze core concepts, theoretical frameworks, and relevant empirical research. It begins by outlining the theoretical foundations of multicultural education and its role in addressing the needs of diverse learners. The discussion then turns to teacher education programs, examining the competencies required for culturally responsive teaching. This is followed by a focus on the Turkish educational context, highlighting specific factors that shape teacher preparation in multicultural settings. The review concludes by identifying gaps in the literature that the present study aims to address.

## 2.2. Theoretical Foundations of Multicultural Education

Rooted in the principles of equity, multicultural education is a proactive instructional philosophy aimed at meeting the needs of heterogeneous student populations through inclusive and socially just practices (Banks, 2009; Nieto, 2017). This section examines the theoretical foundations of multicultural education, outlines its key components, and discusses its particular relevance to language teaching.

### 2.2.1. The Concept of Multicultural Education

Multicultural education is grounded in the belief that schooling should both reflect and value the cultural diversity of its students (Banks, 2009). Banks (2009) conceptualizes it as an ongoing process that goes beyond mere cultural acknowledgment, encompassing the systemic transformation of teaching methodologies to ensure equitable academic opportunities for learners from all cultural and linguistic backgrounds. This perspective challenges traditional curricula and pedagogical approaches that often overlook minority groups, instead advocating for the integration of diverse perspectives into every facet of education (Gay, 2010; Sleeter and Grant, 2008). Building on these principles, culturally responsive teaching emerges as a practical framework for translating the ideals of multicultural education into classroom practices that recognize students' cultural identities as assets for learning and engagement (Gay, 2010; Ladson-Billings, 1995).

### 2.2.2. Culturally Responsive Teaching

Culturally responsive teaching, an indispensable component of multicultural education, highlights the importance of using students' cultural backgrounds as a base for learning (Gay, 2010). Ladson-Billings (1995) further explains this concept through her theory of culturally relevant pedagogy (CRP), which focuses on three critical elements: academic success, cultural competence, and sociopolitical consciousness. First, she defines academic success in CRP as the intentional cultivation of rigorous, standards-based learning while rejecting deficit narratives about marginalized students' capabilities. Second, cultural competence involves both affirming students' home cultures in curriculum design and developing educators' ability to bridge school learning with students' community knowledge (Paris, 2012). Third, according to Ladson-Billings (1995), sociopolitical consciousness requires educators to equip students to critically analyze systems of power, privilege, and oppression in society. Unlike traditional pedagogies that marginalize minoritized students, CRP positions these three elements as interdependent: academic achievement flourishes when instruction honors cultural identities (Gay, 2010), while sociopolitical analysis transforms learning from passive absorption to active liberation (Freire, 1970). Research demonstrates that CRP's cultural competence dimension increases engagement and belonging (Howard, 2003), though scholars note

institutional barriers like standardized testing often constrain full implementation (Love, 2019). These structures underline the need for teachers to not only understand their students' cultural contexts but also to actively challenge systemic inequalities within the education system (Nieto, 2017).

### 2.2.3. Multicultural Education in Language Teaching

Within English language education, multicultural approaches hold particular significance, as language classrooms often reflect broader societal diversity and require educators to engage in sophisticated intercultural mediation (Byram, 1997; Kramsch, 1998). Nieto (2017) contends that contemporary pedagogy must undergo fundamental restructuring to meet the demands of globalization and the increasingly interconnected nature of learners' experiences. Similarly, Sleeter and Grant (2008) frame multicultural education not only as a means of acknowledging and valuing difference, but also as a mechanism for confronting systemic inequities and fostering social transformation. This transformative dimension closely aligns with the principles of critical pedagogy, which emphasize empowering learners to question and challenge dominant ideologies, thereby linking multicultural education to broader struggles for social justice (Freire, 1970; Kincheloe, 2008).

### 2.2.4. The Role of Critical Pedagogy in Multicultural Education

Critical pedagogy, rooted in the work of Freire (1970), offers a powerful lens for understanding and enacting the transformative aims of multicultural education. It challenges traditional, hierarchical models of teaching by positioning students as active agents in their own learning, capable of questioning, resisting, and reshaping the sociocultural structures that influence their lives (Giroux, 2011). In the context of multicultural classrooms, critical pedagogy promotes an awareness of how power, privilege, and inequality intersect with issues of culture and language, encouraging educators to design learning experiences that not only reflect diverse perspectives but also address systemic injustices (Kincheloe, 2008). By integrating critical pedagogy into multicultural education, teachers can move beyond superficial cultural celebrations toward

practices that foster critical consciousness, social responsibility, and meaningful intercultural dialogue (Freire, 1970; Gay, 2010; Nieto, 2017).

The intersection of critical pedagogy and multicultural education becomes particularly salient in examining the politics of knowledge production and dissemination. Educational institutions traditionally function as sites of cultural reproduction (Bourdieu and Passeron, 1977), where dominant groups maintain hegemony through the selective validation of certain cultural narratives while systematically excluding others. Critical pedagogy disrupts this process by fostering what Santos (2014) terms "epistemologies of the South", recognizing and validating alternative knowledge systems that have been historically subjugated by colonial and neocolonial educational paradigms (p. 262).

Within linguistic domains, critical pedagogy's contribution proves indispensable. The concept of “linguistic imperialism” (Phillipson, 1992) reveals how language policies and pedagogical practices often function as instruments of symbolic violence, privileging certain language varieties while marginalizing others (p. 51). A critical pedagogical approach to language education necessitates what Canagarajah (1999) describes as "strategic multilingualism", an intentional pedagogical practice that acknowledges the political dimensions of language use while equipping learners with the metalinguistic awareness to navigate and challenge linguistic hierarchies (p. 76).

Also, the transformative potential of critical pedagogy in multicultural teacher education manifests in several key dimensions. First, it calls for what Zeichner (2009) identifies as "transformative teacher learning", a fundamental reorientation of educators' understanding of their role from neutral knowledge transmitters to politically engaged intellectuals (p. 597) . This process requires rigorous self-examination of positionality and privilege (Milner, 2007), as well as the development of what Cochran-Smith and Lytle (2009) term "an inquiry stance" towards one's own practice and institutional context (p. 40).

Second, critical pedagogy redefines the teacher-student dynamic through what Hooks (1994) conceptualizes as "engaged pedagogy", where the classroom becomes a site of mutual vulnerability and collective knowledge production (p. 13). This stands in stark

contrast to traditional hierarchical models, instead fostering what Shor (1992) describes as "problem-posing education", a collaborative process of critical investigation into the social realities shaping learners' lives (p. 35).

The implications for curriculum development are equally profound. A critically informed multicultural curriculum moves beyond what Banks (2008) identifies as the "contributions approach" (mere inclusion of diverse cultural artifacts) (p. 53) towards transformative knowledge construction (the systematic deconstruction and reconstruction of disciplinary knowledge to center marginalized perspectives). This aligns with what Mignolo (2009) describes as "epistemic disobedience", challenging the Western epistemological foundations that underpin traditional curricula (p. 3).

At the institutional level, implementing critical pedagogy requires confronting what Apple (2004) terms the "conservative modernization" of education, the neoliberal tendencies that reduce learning to standardized outcomes and measurable competencies (p. 48). Instead, critical multicultural education advocates for what Giroux (2011) calls "border pedagogy", educational practices that acknowledge and work within the contradictions of institutional structures while simultaneously pushing against their constraints (p. 51).

Critical pedagogy’s essential contribution to multicultural education emerges from its power to actualize Freire’s (1970) notion of “untested feasibility,” the faith in creating more just learning and societal structures (p. 102). Such an orientation represents more than an instructional method; it embodies what Duncan-Andrade (2009) terms revolutionary hope, an enduring commitment to equity despite entrenched institutional inequities. For this hope to translate into meaningful classroom change, however, educators themselves must be adequately prepared. Teacher readiness, therefore, becomes a critical factor in ensuring that future educators possess not only the knowledge but also the dispositions and practical skills necessary to enact these transformative ideals in increasingly diverse and complex learning environments (Darling-Hammond, 2006b; Gay, 2010).

### 2.3. Teacher Readiness in Multicultural Contexts

Teacher readiness refers to educators' self-perceived ability to effectively support students from varied linguistic, cultural, and socioeconomic backgrounds (Darling-Hammond, 2006b; Villegas and Lucas, 2002). It encompasses the knowledge, skills, attitudes, and dispositions that enable educators to effectively teach and support students from diverse cultural and linguistic backgrounds. As multicultural classrooms become the norm, the capacity of pre-service teachers to navigate complex cultural dynamics and address varied student needs is increasingly recognized as essential (Darling-Hammond, 2006b). This readiness extends beyond theoretical understanding to include practical competencies, self-awareness of cultural biases, and confidence in implementing culturally responsive pedagogy (Gay, 2010; Ladson-Billings, 1995). Preparing teachers to meet these demands is crucial for fostering inclusive, equitable learning environments that reflect the transformative aspirations of multicultural and critical pedagogies. This section explores the concept of teacher readiness, its components, and the difficulties pre-service educators experience when navigating multicultural classrooms.

#### 2.3.1. Components of Teacher Readiness

For pre-service teachers, readiness is a multifaceted construct that combines theoretical knowledge, practical skills, self-efficacy, and a conscious awareness of how personal cultural backgrounds shape perceptions and judgments (Gay, 2010; Ladson-Billings, 1995). Effective teaching involves the seamless integration of these dimensions: theoretical knowledge encompasses understanding pedagogical frameworks and subject matter (Shulman, 1987); practical skills relate to the application of instructional strategies and classroom management (Darling-Hammond, 2006a); self-efficacy reflects teachers' confidence in their ability to support learners' academic progress (Bandura, 1997; Tschannen-Moran and Hoy, 2001); and cultural awareness requires critical reflection on both personal and systemic biases that influence educational practice (DiAngelo, 2018; Gay, 2010). Research consistently highlights the need for teacher education programs to develop these competencies holistically, where theory informs practice, self-efficacy fosters resilience, and cultural awareness promotes equitable instruction (Banks, 2004;

Zeichner, 2009). Such a comprehensive approach equips teachers to meet the diverse needs of students while advancing social justice in the classroom.

Central to developing practical teaching skills before certification are two key pathways: university-supervised practicums and private-sector language school instruction. The practicum, described by Farrell (2015) as a "supervised teaching experience" (p. 47), focuses on gradually increasing autonomy within structured curricula. Language school teaching is characterized by Richards (2017) as "real teaching experience" (p. 15), emphasizing communicative adaptability. Gebhard (2009) stresses that practicums "are not simulations of teaching; they are teaching" (p. 117), as pre-service teachers face the unpredictable realities of the classroom akin to their in-service counterparts. This view is echoed by Freeman and Johnson (1998), who refer to practicums as "structured teaching experiences" (p. 401) where essential pedagogical skills, including reflective practice, are cultivated under mentorship. Together, these perspectives affirm that practicums are authentic teaching contexts, forming a vital part of this study's framework.

However, despite these practical experiences, existing research reveals notable gaps in pre-service teachers' perceived readiness for multicultural education. In particular, many trainees feel underprepared to develop intercultural competencies, implement inclusive pedagogies, and address the unique needs of displaced and migrant students (Durmuş andKorkmaz, 2023).

### 2.3.2. Strategies for Developing Teacher Readiness

Studies in teacher education consistently identify insufficient preparation for working with diverse student populations as a programmatic weakness (Darling-Hammond, 2006b). The consequences of this limitation magnify in rapidly diversifying educational contexts such as Turkish schools (Aydın, 2013). In response, academic experts recommend transforming teacher education through three interconnected strategies: experiential learning components, reflective teaching practice, and comprehensive multicultural curriculum integration (Villegas and Lucas, 2002).

Among these strategies, experiential learning serves as a cornerstone of effective teacher training. Rooted in the process of constructing knowledge through direct experience and active experimentation (Kolb, 1984), it enables teachers to apply theoretical concepts in authentic classroom contexts. The practicum, in particular, is widely recognized as a critical component of teacher preparation. Farrell (2015) describe it as "supervised teaching experience" (p. 23), while Gebhard (2009) positions it as "authentic teaching experience" (p. 117), emphasizing its role in bridging theory and practice. When paired with reflective practice (Schön, 1983), wherein teachers critically analyze their experiences to refine pedagogical approaches, this cycle fosters continuous professional growth and readiness.

To maximize the impact of these approaches, the integration of multicultural education requires intentional curricular design that moves beyond tokenistic diversity. Instead, it must embed critical consciousness (Freire, 1970), culturally sustaining pedagogies (Paris and Alim, 2017), and equity literacy (Gorski, 2013) across all coursework and field experiences. Such integration ensures teachers develop not only the skills to navigate diverse classrooms but also the commitment to challenge systemic inequities through their practice.

### 2.3.3. The Role of Self-Efficacy in Teacher Readiness

Complete teacher development integrates pedagogical knowledge with hands-on abilities and professional self-assurance. The construct of self-efficacy (Bandura, 1997), individuals' judgment of their capability to execute specific tasks, proves particularly relevant for educators navigating diverse learning environments. Research underscores that teachers with higher self-efficacy are more likely to employ culturally responsive strategies (Siwatu, 2007), persist through challenges (Tschannen-Moran and Hoy, 2001), and foster inclusive learning environments (Guskey, 1988).

Effective teacher preparation requires moving beyond theoretical instruction to include authentic classroom experiences that develop both skills and self-assurance in future educators (Darling-Hammond, 2006b). Central to this is the practicum, where candidates engage in sustained, supervised teaching in real classrooms, bridging theory and

practice while refining instructional and classroom management skills (Zeichner, 2012). This includes field placements in diverse classrooms for authentic practice under mentorship (Grossman et al., 2009), microteaching sessions to refine techniques through peer feedback (Allen and Eve, 1968), and simulated environments to rehearse responsive teaching strategies (Dieker et al., 2014). Community-based partnerships foster cultural responsiveness by connecting theory to students' sociocultural realities (Zeichner, 2010), while action research projects empower candidates to address equity gaps through data-driven interventions (Cochran-Smith and Lytle, 2009). Coupled with reflective journaling to analyze biases and pedagogical decisions (Larrivee, 2008), these experiences cultivate the adaptive expertise needed for equitable classrooms (Hammerness et al., 2005). By integrating multicultural education throughout, from curricula to practicums, programs ensure teachers develop not only skills but also a critical commitment to challenging systemic inequities (Freire, 1970; Paris and Alim, 2017). Yet, beyond the structural and experiential components of preparation, the ongoing growth of effective teachers hinges on their ability to interrogate and refine their own practice. This underscores the importance of reflective practice, a deliberate process where teachers analyze their instructional choices, biases, and classroom interactions to foster continuous improvement (Schön, 1983).

### 2.3.4. The Importance of Reflective Practice in Teacher Readiness

Reflective practice serves as a fundamental element of teacher preparation, enabling emerging teachers to systematically analyze their pedagogical approaches, personal assumptions, and value systems (Schön, 1983). It stands as the cornerstone of effective teacher preparation (Schön, 1983), transforming theoretical knowledge into professional expertise. By engaging in systematic examination of their instructional choices, cultural assumptions, and classroom interactions (Larrivee, 2008), preservice teachers develop the crucial ability to adapt their practice to diverse learning contexts (Villegas and Lucas, 2002). Through structured reflection, teacher candidates cultivate awareness of their unconscious cultural predispositions and enhance their ability to modify instructional methods for diverse student populations (Villegas and Lucas, 2002). This metacognitive process helps educators recognize how their own backgrounds, biases, and teaching philosophies influence classroom dynamics, a crucial step in fostering equitable learning environments (Howard, 2003). Without reflection, teachers risk perpetuating

ineffective or even harmful practices, particularly when working with students whose cultural and linguistic backgrounds differ from their own (Gay, 2010).

The transformative power of reflection lies in its capacity to bridge educational theory and classroom reality (Korthagen, 2017). Through structured analysis of teaching experiences, teacher candidates cultivate both technical skills and the adaptive mindset necessary for equity-focused instruction (Paris and Alim, 2017). This developmental process fosters professional resilience as emerging teachers reframe challenges as growth opportunities (Dewey, 1933).

Ultimately, reflective practice elevates teacher preparation beyond skill acquisition toward developing culturally attuned professionals (Zeichner, 2012). In today's diverse educational landscape, the ability to critically examine one's practice proves essential for instructional effectiveness and student success (York-Barr et al., 2006). As research confirms, teachers who engage in regular reflection demonstrate greater professional longevity and classroom impact (Hammerness et al., 2005), making this disciplined self-examination the hallmark of transformative educators.

### 2.4. Intercultural Competence

Intercultural competence has evolved as a critical paradigm in language education (Byram, 1997), fundamentally shifting the focus from linguistic proficiency alone to a more holistic understanding of communication as culturally embedded practice (Kramsch, 1993). This perspective recognizes that language learning necessarily involves engaging with the cultural contexts, values, and worldviews that shape meaning-making processes (Liddicoat and Scarino, 2013).

#### 2.4.1. Frameworks of Intercultural Competence

Michael Byram's (1997) model of Intercultural Communicative Competence (ICC) provides a comprehensive framework for understanding this complex construct. His model articulates five interdependent components that together constitute intercultural competence: knowledge of cultural practices and products (*savoirs*), skills of interpretation

and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), critical cultural awareness (*savoir s'engager*), and attitudes of openness and curiosity (*savoir être*) (Byram, 1997, p. 34).

Contemporary scholars have built upon this foundation to address emerging challenges in globalized contexts. Deardorff (2006) emphasizes the developmental nature of intercultural competence through her process model, while Kramsch (2009) introduces the concept of symbolic competence to highlight meaning negotiation in hybrid "third spaces" (p. 201). Baker's (2015) work on intercultural awareness specifically addresses the complexities of English as a lingua franca contexts, where fixed cultural norms become less relevant than flexible, hybrid practices. Fantini's (2009) theoretical model presents intercultural competence as emerging from the synergy of four dimensions: informational knowledge, applied skills, affective dispositions, and reflective awareness. This multifaceted conception demonstrates the importance of comprehensive pedagogical approaches. Correspondingly, Baker W. (2015) advocates for prioritized development of intercultural perceptiveness as a core requirement for contemporary language educators.

### 2.4.2. Intercultural Competence and Language Teaching

The inseparable relationship between language and culture establishes linguistic competence as fundamentally intercultural (Kramsch, 1998), requiring English language instructors to address cultural dimensions as an integral part of language instruction (Byram, 1997). This dual focus demands that teachers develop both deep cultural awareness and practical mediation skills to navigate diverse classrooms effectively (Baker, 2015). A central goal of language teacher education must therefore be cultivating teachers' capacity to facilitate meaningful intercultural communication while developing linguistic proficiency (Byram, 1997; Deardorff, 2006).

Current approaches to teacher preparation often remain inadequate, frequently offering only superficial treatment of intercultural development despite the clear need for more comprehensive training (Durmuş and Korkmaz, 2023). Effective programs must move beyond traditional linguistic instruction to incorporate experiential learning opportunities such as study abroad programs, virtual exchanges, and classroom-based

cultural simulations (Jackson, 2015a; Jackson, 2015b). Such training should distinguish between and develop three critical dimensions: intercultural competence (the ability to communicate effectively across cultures [Deardorff, 2006]), pluricultural competence (the capacity to navigate multiple cultural identities [Council of Europe, 2018]), and critical cultural awareness (the ability to analyze power structures in intercultural communication [Byram, 2008]).

For language teachers, this triad of competencies translates into practical classroom skills, the ability to mediate intercultural misunderstandings (Kramsch, 2011), critically evaluate cultural representations in teaching materials (Liddicoat and Scarino, 2013), and create inclusive learning spaces that honor students' diverse cultural and linguistic backgrounds (Canagarajah, 2013). By integrating these elements into teacher education, we can better prepare language educators to transform their classrooms into dynamic spaces of intercultural exchange and understanding (Baker, 2015).

### 2.5. Multicultural Education in Türkiye

Multicultural education as a pedagogical orientation centers equity by actively affirming and incorporating learners' varied cultural, linguistic, and religious backgrounds throughout the educational experience, while simultaneously confronting institutionalized prejudices (Banks, 2004; Nieto and Bode, 2018).

Türkiye’s unique cultural, linguistic, and educational context presents both opportunities and challenges for multicultural education (Sirkeci et al., 2018). Classrooms actively counter monolingual biases by fostering inclusive curricula, cooperative learning, and critical discussions about identity and equity. This section explores the unique difficulties educators encounter in Turkish classrooms, particularly regarding cultural diversity and language instruction, and explores necessary reforms in teacher preparation programs to address these realities.

### 2.5.1. Cultural and Linguistic Diversity in Turkish Classrooms

With a history of diverse ethnic and linguistic communities, as well as recent waves of migration, Turkish classrooms are becoming increasingly multicultural (Sirkeci et al., 2018). However, empirical studies indicate that numerous educators in the Turkish context report inadequate training to effectively support students from varied cultural and linguistic backgrounds (Bayyurt, 2012).

Türkiye's classrooms reflect a long-standing multicultural reality that extends far beyond recent migration waves (Sirkeci et al., 2018). The Turkish Republic has always encompassed diverse ethnic and linguistic communities such as Kurds, Arabs, Circassians, Armenians, Assyrians, Romani people as citizens (Aydın, 2013), and these groups have maintained unique cultural practices. However, state education policies have often suppressed this diversity through monolingual Turkish instruction (Aydın, 2013; Ertaşoğlu, 2024). Teachers frequently encounter classrooms where students' home cultures remain invisible in curricula (Bayyurt, 2012). This systemic erasure, combined with newer challenges like integrating 3.6 million school-aged Syrian refugees (United Nations High Commissioner for Refugees [UNHCR], 2023) has created a situation where both historic minorities and new migrants face educational marginalization through standardized testing, language barriers, and cultural bias (Ertaşoğlu, 2024). Also, this problem partly stems from teacher education curricula that prioritize language proficiency and instructional methods over developing intercultural awareness and culturally adaptive pedagogies (Durmuş and Korkmaz, 2023).

### 2.5.2. Sociopolitical Factors Shaping Turkish Multicultural Education

Türkiye's educational system is shaped by broader sociopolitical factors, such as the centralized curriculum and the emphasis on national identity (Aydın, 2013). These factors can create tensions between the goals of multicultural education and the realities of the classroom, making it difficult for teachers to implement culturally responsive practices. Therefore, addressing the challenges of multicultural education in Türkiye requires not only changes to teacher training programs but also a broader reevaluation of educational policies and practices (Aydın, 2013; Bayyurt, 2012).

### 2.5.3. The Role of Teacher Education Programs and Gaps in Literature

While teacher training programs serve as vital foundations for developing multicultural classroom competencies, existing research indicates Turkish programs often prioritize conventional instructional approaches and language proficiency over diversity-responsive pedagogies (Aydın, 2013; Bayyurt, 2012; Durmuş and Korkmaz, 2023). In response, scholars advocate for curricular reforms emphasizing intercultural awareness, multicultural frameworks, and culturally adaptive teaching methodologies (Özışık et al., 2019). However, research on these topics, while growing, contains notable theoretical and empirical gaps, particularly regarding pre-service English language teachers in Türkiye.

While studies have explored multicultural education in other disciplines, including preschool education (Bingöl, 2024), social sciences (Demirsoy, 2013; Karadağ, 2019), science education (Özgül, 2025), primary education (Kacar, 2018), and music education (Çelik, 2021; Kahvecioğlu, 2022), research focusing on pre-service English teachers remains scarce. Kırcalı and Cesur (2024) have addressed this gap, but the imbalance persists, underscoring the urgent need for targeted studies on multicultural teaching readiness in Türkiye's English Language Teaching (ELT) programs.

The readiness of pre-service English teachers for multicultural classrooms remains under-researched despite the country's growing linguistic and cultural diversity (Bayyurt, 2012). Recent findings by Ertaşoğlu (2024) reveal a critical oversight: Turkish TESOL (Teaching English to Speakers of Other Languages) programs largely neglect multicultural pedagogy. This aligns with Bayyurt's (2012) earlier observation that few English teachers felt confident adapting instruction for culturally diverse learners. As Türkiye's classrooms become increasingly heterogeneous, the lack of evidence-based models for TESOL program reform poses a significant challenge. Consequently, empirical research is needed to examine how pre-service teachers develop multicultural awareness and what curricular interventions could better prepare them for diverse educational settings.

### 2.5.4. Implications for Teacher Education Programs

The professional readiness of teachers to serve diverse student populations has emerged as a crucial focus of educational research, particularly in linguistically heterogeneous nations including Türkiye (Aydın, 2013). Investigations in Türkiye identify strategies for integrating cultural knowledge into curricula are insufficient (Barutçu et al., 2024). Studies in Türkiye collectively underscore the urgent need to reform teacher education curricula to better prepare teachers for Türkiye's multicultural realities, with particular attention to developing practical skills for culturally sustaining pedagogy and critical intercultural awareness (Aydın, 2013; Özışık et al., 2019).

## 2.6. Chapter Summary

This chapter has systematically reviewed key theoretical and empirical works addressing multicultural education, teacher readiness, and intercultural competence in language instruction, with particular emphasis on the Turkish educational context. The analysis began by exploring foundational theories of multicultural education, including culturally responsive pedagogy and critical frameworks. The discussion then shifted to examining teacher readiness as a construct. Regarding language education specifically, the review highlighted intercultural competence as an essential professional requirement, while noting a persistent disconnect between theoretical models and practical training opportunities in teacher preparation programs. Several critical research gaps emerged from this analysis, particularly the scarcity of studies focusing on Turkish pre-service teachers' readiness for multicultural classrooms and the lack of evidence-based frameworks for developing intercultural teaching skills. These gaps directly inform the current study's focus on assessing pre-service English language teachers’ readiness for diverse educational settings, with dual aims of contributing to scholarly knowledge and improving local teacher training practices.

The subsequent chapters will present the research methodology (Chapter III), key findings (Chapter IV), and their practical implications (Chapter V). By establishing strong theoretical foundations and identifying underexplored research areas, this literature review

chapter has positioned the current study as both academically relevant and practically significant within Türkiye's evolving educational landscape.

# CHAPTER THREE
# METHODOLOGY

## 3.1. Introduction

The methodology chapter of a research study details the methodological framework guiding the study, outlining the systematic strategies used to investigate the research questions and achieve its aims. With this aim in mind, this section provides a thorough description of the research design, data collection instruments, study context, participant profiles, procedures for gathering data, analytical approaches, and measures to ensure validity and reliability. By clearly documenting these components, the chapter establishes a transparent and replicable foundation for the research. The following sections elaborate on each methodological aspect, concluding with a summary of key points.

## 3.2. Research Design

This study employs a mixed-methods research design, strategically integrating quantitative and qualitative data collection techniques to address the research objectives (Creswell and Creswell, 2018). This dual approach facilitates both statistical analysis of behavioral patterns (Johnson et al., 2017) and in-depth exploration of participants' lived experiences and interpretations of the studied phenomena. The design capitalizes on the generalizability of quantitative data alongside the depth of qualitative insights (Tashakkori and Teddlie, 2010), providing a comprehensive understanding of the research problem. Quantitative analysis identifies behavioral trends and correlations among participants (Bryman, 2016), while qualitative interpretation yields nuanced comprehension of respondents' perceptions (Merriam and Tisdell, 2016). This methodological synergy mitigates the limitations inherent to standalone approaches and enhances the robustness of the findings (Creswell and Plano Clark, 2018), thereby ensuring alignment with the study's goals of rigorous examination and contextualized assessment.

### 3.3. Data Collection Tools

The study employed a systematic approach to data collection, carefully selecting methods aligned with the research objectives to ensure methodological rigor and trustworthy results. Primary data was gathered through a survey and semi-structured interviews, supplemented by secondary data analysis. Each tool was chosen for its demonstrated capacity to elicit precise responses addressing the study's central research questions.

The quantitative component utilized an adapted version of a validated 21-item Likert scale instrument (5-point range) originally developed by Karataş and Oral (2017) to assess multicultural teaching readiness. This instrument measures participants' values and practices across two well-established dimensions: personal readiness, which includes self-awareness of cultural biases, and professional readiness, encompassing instructional strategies for diverse learners. The scale's reliability and construct validity have been consistently demonstrated in previous research contexts (Özüdoğru, 2018; Zorba, 2020), making it particularly suitable for maintaining methodological consistency with comparable studies.

For qualitative data collection, the researcher developed a set of 11 open-ended, semi-structured interview questions designed to probe participants' perspectives in depth. The questions were informed by a review of relevant literature and refined through consultations with two experts in English Language Teaching, each with at least five years of research and professional experience. The framework incorporated recurring themes from prior studies, and expert feedback improved question clarity and depth. Interviews followed a semi-structured format, balancing consistency with adaptability, and lasted 30-45 minutes. All sessions were audio-recorded with participant consent.

Ethical considerations were carefully addressed throughout the research process. Written informed consent (Appendix 1) was obtained from all participants prior to survey administration, with verbal consent secured before each interview. Participants received explicit assurances regarding the confidentiality of their responses and their right to withdraw from the study at any point without consequence. They were informed that all

collected data, including survey responses and audio recordings, would be accessible only to the researcher, used exclusively for research purposes, and securely disposed of following the study's completion.

### 3.3.1. Culturally Responsive Teaching Scale (CRTS)

This study utilized Culturally Responsive Teaching Scale (CRTS) (Appendix 2), a validated 21-item instrument originally developed by Karataş and Oral (2017), to assess pre-service English teachers' perceived readiness for multicultural classroom environments. Formal permission to use the scale was obtained from the original authors through email correspondence (Appendix 3). The instrument's strong alignment with the current study's objectives precluded the need for modifications, though a pilot test was conducted with 10 individuals outside the main participant pool to verify question clarity, comprehensibility, and reliability prior to full implementation.

The scale measured two primary dimensions of multicultural teaching readiness: personal readiness (12 items) and professional readiness (9 items). Respondents indicated their level of agreement using a 5-point Likert scale ranging from "*Strongly disagree*" to "*Strongly agree*". To ensure conceptual equivalence and avoid translation artifacts, the survey was administered in its original Turkish version as hard copies.

The survey consisted of two distinct sections. The first section collected demographic information through five background questions, which were expanded to include additional variables relevant to the study: participants' academic year, gender, prior teaching experience (including duration), internship background, and whether they were raised in a multicultural family environment. The second section contained the 21 CRTS items assessing the two readiness constructs. Table 1 presents the complete item distribution across these measured constructs.

Table 1

Grouping of survey questions regarding constructs

| **Parts** | ***n*** |
|---|---|
| Personal readiness | 12 |
| Professional readiness | 9 |

All 21 survey items used a 5-point Likert scale with responses ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*), including intermediate anchors: 2 (*Disagree*), 3 (*Undecisive*), and 4 (*Agree*).

### 3.3.2. Semi-Structured Interviews

The research incorporated semi-structured interviews (Appendix 4) with consenting participants to contextualize the quantitative survey data and explore teacher candidates' perceptions in greater depth.

Prior to data collection, the researcher developed an interview guide based on the study's theoretical framework. Questions were systematically constructed through a review of existing literature to ensure alignment with research objectives. Key themes from prior studies informed the question framework, which was subsequently refined for clarity and depth. To validate the instrument, two domain experts in English Language Teaching (each with over five years of experience) evaluated the questions for appropriateness and comprehensibility. Their feedback led to modifications that enhanced precision and eliminated ambiguities, ensuring the interview questions' relevance to the study's goals and consistency with the survey instrument. The final interview protocol consisted of 11 carefully formulated questions, with sessions lasting approximately 30-45 minutes each.

## 3.4. Setting and Participants

This study was conducted at a public higher education institution in Türkiye, selected for its diverse student population and convenient access to undergraduate English Language Teaching (ELT) majors. The research focused specifically on third- and fourth-year ELT students during the 2024-2025 spring term, as these advanced cohorts had

completed foundational coursework and gained substantial disciplinary exposure through practicum experiences (for fourth-year students) and research projects. Their extended engagement with the curriculum enabled them to provide more nuanced perspectives on multicultural teaching contexts compared to early-year students (Lizzio et al., 2002).

Using purposive sampling, 76 participants were selected based on their enrollment status and voluntary participation. The sample comprised 39 third-year (51.3%) and 37 fourth-year students (48.7%), with a gender distribution of 52.6% female ($n$ = 40), 44.7% male ($n$ = 34), and 2.6% ($n$ = 2) who preferred not to specify. Regarding teaching experience, 55.3% ($n$ = 42) reported some experience (including practicum), while 44.7% ($n$ = 34) had none. Experience duration varied: 43.4% ($n$ = 33) had one year, 9.2% ($n$ = 7) had two years, and 2.6% ($n$ = 2) reported three or more years. Only 11.8% ($n$ = 9) came from multicultural family backgrounds.

This varied sample composition facilitates a comprehensive examination of teacher candidates' readiness for culturally diverse classrooms which is the study's primary focus. Fourth-year participants' practicum experience, conceptualized as structured teaching practice (Freeman and Johnson, 1998), and all participants' near-graduate status make their insights particularly valuable for assessing real-world teaching competencies. Detailed participant characteristics are presented in Table 2.

Table 2

Characteristics of participants (N = 76)

| **Variable** | **Category** | ***n*** | **%** |
|---|---|---|---|
| Grade Level | 3rd Grade | 39 | 51.3 |
| | 4th Grade | 37 | 48.7 |
| Gender | Female | 40 | 52.6 |
| | Male | 34 | 44.7 |
| | Not Shared | 2 | 2.60 |
| Teaching Experience | Yes | 42 | 55.3 |
| | No | 34 | 44.7 |
| Experience Duration | 1 Year | 33 | 43.4 |
| | 2 Years | 7 | 9.20 |
| | 3+ Years | 2 | 2.60 |
| Multicultural Family | Yes | 9 | 11.8 |
| | No | 67 | 88.2 |

### 3.5. Data Collection Procedure

The study received formal ethical approval from both the university's Institutional Review Board (Appendix 5) and the Faculty of Education administration (Appendix 6) prior to data collection. Following pilot testing with 10 participants, the main survey was administered in classroom settings with faculty cooperation. Survey respondents who expressed willingness to participate in interviews provided contact information for subsequent scheduling.

Conducted remotely, interviews were audio-recorded with participants' consent and subsequently transcribed verbatim. All digital records were stored securely in password-protected systems, with personally identifiable information removed to ensure participant confidentiality.

#### 3.5.1. Pilot Study

Prior to the main study, a small-scale pilot test was conducted with 10 third- and fourth-year ELT students (5 male, 5 female) from a Turkish public university to refine the research instruments and collect participant feedback (Creswell and Creswell, 2018). Recruitment occurred through social media channels, with both survey and interview components administered virtually. These pilot participants were excluded from subsequent data collection.

The pilot testing revealed an average completion time of approximately 8 minutes for the survey. Participants provided generally favorable verbal feedback, though some suggestions emerged regarding question formatting and structure. Based on this input, the researcher implemented several refinements, including expanding the gender options beyond the original binary categories to accommodate participants who preferred alternative identifications.

The interview guide was similarly evaluated through online pilot testing with two female volunteers who had completed the pilot survey. These participants, recruited from the same university, were interviewed for approximately 30 minutes via audio-recorded

sessions. Consistent with the survey pilot, these individuals were excluded from the main study. When asked about question clarity and flow, both respondents confirmed the interview items were comprehensible and required no modifications.

### 3.6. Data Analysis

This study employed a mixed-methods research design, integrating a Likert-scale survey with in-depth interviews to comprehensively examine the research problem. The sequential data collection and analysis process followed three key phases: quantitative assessment of multicultural teaching readiness through survey instruments, qualitative exploration of participant perceptions via interviews, and integrated interpretation of both datasets. Figure 1 presents a schematic overview of the research methodology and analytical stages.

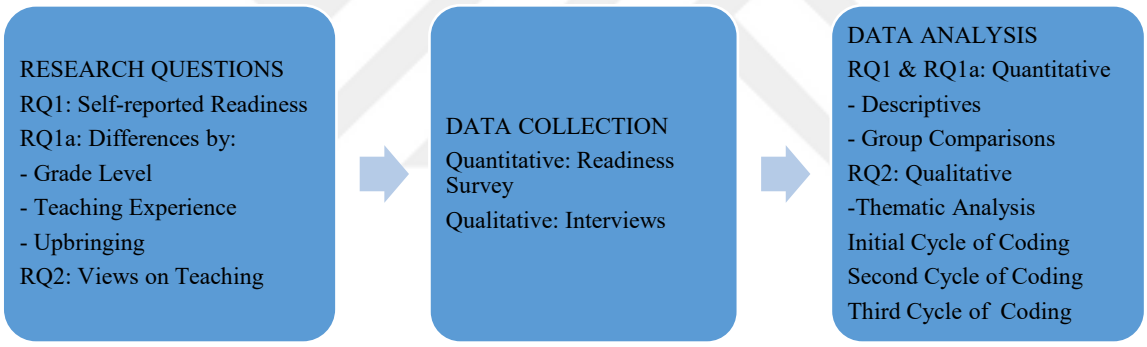



Figure 1. Data analysis stages

The analytical procedures in this study were systematically designed to align with each research question, ensuring methodological coherence throughout data examination.

Quantitative analysis was conducted using SPSS 30.0.0, with five demographic variables; year of study, gender distribution, teaching experience duration, internship participation, and multicultural upbringing, serving as key comparative factors. Descriptive statistics (means, standard deviations) were first computed to assess three readiness dimensions: personal, professional, and overall composite scores. Survey items were evaluated both within their respective subscales and collectively to determine comprehensive readiness levels. Independent sample t-tests were then performed to

identify significant differences across three categorical variables: grade level, teaching experience, and cultural background.

For qualitative analysis, interview data underwent manual three-cycle coding following transcription and translation, with a fellow academic verifying the accuracy of Turkish transcripts. The coding process adhered to Saldaña's (2021) tiered framework, beginning with first-cycle descriptive coding using a priori codes derived from the study's research questions, theoretical foundations, and existing scholarship in multicultural education and language teaching. The second cycle involved pattern coding to consolidate overlapping codes into broader thematic clusters, while the third cycle synthesized these patterns into four higher-order interpretive themes. This structured approach facilitated a systematic progression from basic observations to nuanced theoretical insights, ultimately elucidating participants' beliefs, perceptions, and readiness for culturally responsive teaching.

### 3.7. Reliability

Cronbach's alpha was employed to evaluate the internal consistency of measurement scales, with coefficients ≥.70 considered acceptable for basic research reliability (Field, 2018, p. 282) and ≥.80 recommended for high-stakes assessments (Kline, 2016, p. 96).

The original instrument validation study (Karataş and Oral, 2017, p. 253) reported excellent reliability coefficients: $\alpha = .85$ for personal readiness, $\alpha = .89$ for professional readiness, and $\alpha = .86$ for the total scale.

Following data collection in the current study, the researcher recalculated these reliability measures to confirm scale consistency within the new sample; these updated coefficients are presented in Table 3.

Table 3

Cronbach's alpha coefficient values of the items regarding constructs

| **Construct** | **α** |
|---|---|
| Personal Readiness | .88 |
| Professional Readiness | .96 |
| Overall survey | .88 |

In an effort to check the consistency of the items in the survey, scale's internal consistency was evaluated through Cronbach's alpha coefficients, with results presented in Table 3 above. Excellent reliability coefficients were obtained for all measured dimensions: personal readiness (α = .88), professional readiness (α = .96), and the overall scale (α = .88). These values substantially exceed the conventional threshold of .70 for adequate reliability (Nunnally, 1978), indicating strong item consistency within each construct. The particularly high alpha value for professional readiness suggests exceptionally high inter-item correlations, potentially warranting examination for item redundancy in future studies.

### 3.8. Chapter Summary

This methodology chapter explained the research design and methodological procedures employed to investigate pre-service English teachers' readiness for teaching in multicultural environments. Through a complementary mixed-methods approach, the study integrated quantitative survey data with qualitative interview analysis to provide a comprehensive examination of the phenomenon. The methodology systematically addressed five critical components: research instrument selection and validation, participant characteristics and sampling procedures, study context and implementation protocols, data collection processes, and analytical techniques for both statistical and interpretive data.

The subsequent chapters will present the study's empirical findings (Chapter IV) and discuss their theoretical and practical implications (Chapter V). The rigorous procedures outlined in this chapter ensure that the investigation maintains both reliability

in its quantitative measures and richness in its qualitative insights, thereby providing valid answers to the research questions while contributing meaningful understanding to the field of teacher education.

# CHAPTER FOUR
# FINDINGS

## 4.1. Introduction

The findings chapter of a research study systematically presents the empirical evidence collected to address the research questions and objectives. With this purpose, this section provides a comprehensive reporting of the study's results, beginning with descriptive statistical analyses of participants' readiness assessments before progressing to inferential examinations of demographic variations. The presentation then details qualitative findings derived from thematic analysis of participant narratives. By rigorously organizing these results according to the study's guiding questions and maintaining clear distinctions between quantitative and qualitative evidence, the chapter establishes an empirically grounded basis for subsequent discussion and interpretation. The following sections elaborate on each set of findings, concluding with an integrated summary of key discoveries.

## 4.2. Quantitative Data Results

The survey instrument was specifically employed to investigate research questions outlined below.

1. What are pre-service English teachers' self-reported readiness levels of teaching in multicultural contexts?

1a. Do the participants' readiness levels of teaching in multicultural contexts vary depending on their:

- grade level?
- teaching experience (including practicum)?
- upbringing?

The survey instrument evaluated participants' self-assessed readiness for teaching English in multicultural classrooms across two key dimensions: personal readiness (12 items) and professional readiness (9 items). All 21 items employed a 5-point Likert scale anchored at 1 (Strongly Disagree), 2 (Disagree), 3 (Undecisive), 4 (Agree), and 5 (Strongly Agree).

Quantitative analysis proceeded in three phases: First, descriptive statistics (means, standard deviations) were calculated for all individual items and composite scales to examine central tendency and dispersion patterns. These results are comprehensively presented in Table 4. Subsequent analysis investigated potential variations in readiness levels across three demographic factors: (a) academic standing (grade level), (b) teaching experience (including practicum), and (c) cultural background (multicultural upbringing).

Table 4
Overall descriptive statistics for personal readiness and professional readiness

| **Constructs** | ***M*** | ***SD*** |
|---|---|---|
| Personal Readiness | 4.20 | 0.53 |
| Professional Readiness | 3.54 | 0.70 |
| Total Readiness | 3.92 | 0.47 |

As presented in Table 4, participants reported notably high levels of personal readiness ($M$ = 4.20, $SD$ = 0.53), demonstrating both strong self-assessed readiness and consistent agreement among respondents regarding their personal capacity to teach in multicultural settings.

In contrast, professional readiness scores were significantly lower ($M$ = 3.54, $SD$ = 0.70), reflecting both reduced confidence in professional readiness and greater variability in responses.

Overall readiness levels remain relatively high (*M* = 3.92), with moderate consensus among respondents (*SD* = 0.47), indicating an overall positive orientation toward multicultural teaching, though the moderate standard deviation reveals meaningful variation among participants' total readiness levels.

### 4.2.1. Descriptive Statistics for Personal Readiness Items

Descriptive statistics were calculated independently for both dimension of multicultural teaching readiness. Table 5 presents the detailed item-level analysis for personal readiness, including mean scores and dispersion measures for all twelve constituent items.

Table 5

Descriptive statistics for personal readiness items

| Item Number | Item Description | *M* | *SD* |
|---|---|---|---|
| 5 | In my classroom, I don't allow my students to discriminate against one another due to their cultural differences. | 4.63 | 0.98 |
| 3 | I know I need to consider my students' cultural values while I guide their learning. | 4.45 | 0.86 |
| 2 | I am curious about the cultural values that my students have. | 4.43 | 0.79 |
| 4 | I enjoy interacting with culturally different people. | 4.43 | 0.69 |
| 13 | I think that students' academic success will increase if teaching is carried out considering their cultural environment in which they grew up. | 4.34 | 0.64 |
| 6 | In my opinion, it's fun to teach in a culturally diverse classroom. | 4.32 | 0.86 |
| 12 | In my opinion, students should be encouraged to give specific examples related to their own cultures during class time. | 4.32 | 0.75 |
| 17 | I think that our education system , from preschool to university, should be re-shaped to represent cultural diversity in Türkiye. | 4.30 | 0.83 |

Table 5 (cont'd)

| | | | |
|---|---|---|---|
| 9 | Both inside and outside the classroom, I would like to increase interactions with my students who are not native speakers of Turkish by learning words and sentences from their native languages. | 4.04 | 0.93 |
| 1 | I'm ready to teach in a culturally diverse classroom. | 4.01 | 0.84 |
| 16 | I prefer to teach in a place where there are culturally different people than me. | 3.84 | 0.96 |
| 8 | Considering cultural diversity, I can teach anywhere in Türkiye. | 3.39 | 1.09 |

*Note.* M = mean; SD = standard deviation.

The analysis of personal readiness items revealed meaningful variations in participants' self-assessed readiness for multicultural teaching. As shown in Table 5, the majority of items demonstrated strong mean scores above 4.0 on the 5-point Likert scale, indicating generally high levels of perceived personal readiness. However, two notable exceptions emerged, with Item 8 ("*Considering cultural diversity, I can teach anywhere in Türkiye.*") scoring lowest ($M$ = 3.39, $SD$ = 1.09) and Item 16 (*"I prefer to teach in a place where there are culturally different people than me."*) showing moderately lower readiness ($M$ = 3.84, $SD$ = 0.92). These results suggest particular challenges in educators' confidence regarding regional adaptation and certain aspects of multicultural competence.

Three significant patterns emerged from the data. First, participants showed strongest agreement with Item 5 ("*In my classroom, I don't allow students to discriminate due to cultural differences.*"), which achieved the highest mean score ($M$ = 4.63, $SD$ = 0.98). This reflects a robust theoretical commitment to equity principles, though the relatively high standard deviation indicates variability in respondents' confidence to operationalize this ideal. Second, the substantial variability in responses to Item 8 ($SD$ = 1.09) coupled with its low mean score highlights a critical gap in teachers' perceived ability to adapt to diverse regional contexts across Türkiye. Third, Item 13 ("*I think that students' academic success will increase if teaching is carried out considering their cultural environment in which they grew up.*") showed consistent agreement ($SD$ = 0.64),

demonstrating strong consensus about the value of culturally responsive pedagogy in principle.

The overall pattern of results suggests that while participants generally endorse the importance of multicultural education at a conceptual level, their confidence in implementing specific practices varies considerably. The range of standard deviations (0.64-1.09) across items indicates that agreement was strongest for theoretical propositions about multicultural education, while more practical applications elicited greater variability in responses. These findings have important implications for targeting professional development efforts, particularly in building educators' confidence to implement culturally responsive practices across diverse regional contexts.

### 4.2.2. Descriptive Statistics for Professional Readiness Items

Alongside personal readiness measures, the study also examined professional readiness items. The corresponding descriptive statistics for professional readiness are presented in

Table 6

Descriptive statistics for professional readiness items

| Item Number | Item Description | *M* | *SD* |
|---|---|---|---|
| 18 | I'm aware that students' cultural lives should be used as a tool to fulfill their learning objectives. | 4.12 | 0.74 |
| 21 | I raised awareness of cultural diversity thanks to my lecturers/professors who included their personal lives and experiences in our courses. | 3.83 | 0.95 |
| 10 | I think that the compulsory courses I took throughout my undergraduate education have contributed to me in terms of sensitivity to cultural values. | 3.67 | 1.02 |
| 7 | Throughout my undergraduate education, my lecturers/professors raised awareness of cultural diversity in Türkiye. | 3.54 | 1.08 |
| 14 | Throughout my undergraduate education, I raised awareness of cultural diversity in Türkiye. | 3.51 | 1.07 |
| 20 | I think that the electives I took throughout my undergraduate education have contributed to me in terms of sensitivity to cultural values. | 3.45 | 1.07 |

Table 6 (cont'd)

| | | | |
|---|---|---|---|
| 15 | Throughout my undergraduate education, I gained knowledge about different cultures in Türkiye. | 3.36 | 0.98 |
| 11 | I consider my undergraduate program adequate for raising awareness of cultural diversity in Türkiye. | 3.25 | 1.08 |
| 19 | I consider the textbooks studied in undergraduate education courses adequate for involving knowledge about cultural diversity in Türkiye. | 3.22 | 1.01 |

*Note.* M = mean; SD = standard deviation.

The analysis of professional readiness revealed moderate levels of readiness among participants, with mean scores across the nine items ranging from 3.22 to 4.12. Most items scored below 4.0, indicating room for growth in participants' perceived professional readiness for multicultural teaching. The standard deviations (0.74 - 1.08) showed considerable variation in responses, suggesting diverse perspectives among participants regarding their professional readiness.

The analysis revealed that Item 18 ("*I'm aware that students' cultural lives should be used as a tool to fulfill their learning objectives.*") had the highest mean score ($M$ = 4.12, $SD$ = 0.74), indicating strong agreement with this principle and high response consistency. In contrast, Item 19 ("*I consider the textbooks studied in undergraduate education courses adequate for involving knowledge about cultural diversity in Türkiye.*") showed the lowest mean ($M$ = 3.22, $SD$ = 1.01), reflecting the weakest perceived preparation in this area.

The analysis identified particular concerns about undergraduate training quality. Items 11 and 7, which addressed the adequacy of the undergraduate program and faculty in raising cultural awareness, showed the highest variability (both $SD$ = 1.08). This substantial disagreement points to inconsistent experiences in teacher preparation programs. Similarly, Items 10 and 20, concerning compulsory and elective courses, had moderate means ($M$ = 3.67 and 3.45 respectively) but high standard deviations (≈1.07), further indicating uneven perceptions of training quality.

Item 14 ("*Throughout my undergraduate education, I raised awareness of cultural diversity in Türkiye.*") yielded a moderate mean ($M$ = 3.51, $SD$ = 1.07), suggesting that while some participants actively pursued knowledge about diversity, others did not engage

as deeply. The high standard deviation underscores this divergence in self-directed learning.

These findings collectively reveal a tension between participants' theoretical understanding of culturally responsive teaching and their practical preparation to implement it. While they generally endorse the importance of cultural awareness in education (as shown by Item 18's strong results), their confidence in specific professional competencies varies considerably, particularly regarding their undergraduate training experiences. This pattern suggests that teacher education programs may need to strengthen their focus on practical, culturally responsive teaching strategies and ensure more consistent training quality across institutions.

### 4.2.3. Analyses of Personal and Professional Readiness Items by Grade Level, Teaching Experience, and Upbringing

As previously stated, participants' personal and professional readiness levels were examined to determine whether significant differences exist based on their (i) grade level, (ii) teaching experience, and (iii) upbringing background. The results regarding their grade levels can be found below in Table 7.

Table 7

Personal and professional readiness levels by grade level

| **Readiness Measure** | **Grade Level** | ***n*** | ***M*** | ***SD*** | ***SE*** |
|---|---|---|---|---|---|
| Professional Readiness | 3rd Grade | 39 | 3.61 | 0.69 | 0.11 |
| | 4th Grade | 37 | 3.48 | 0.71 | 0.12 |
| Personal Readiness | 3rd Grade | 39 | 4.17 | 0.55 | 0.09 |
| | 4th Grade | 37 | 4.25 | 0.54 | 0.09 |
| Total Readiness | 3rd Grade | 39 | 3.93 | 0.45 | 0.07 |
| | 4th Grade | 37 | 3.92 | 0.50 | 0.08 |

*Note.* M = mean; SD = standard deviation; SE = standard error.

As the Table 7 presents, the analysis compared readiness levels between third- and fourth-year teacher candidates. Third-year students showed slightly higher professional readiness ($M$ = 3.61, $SD$ = 0.69) than fourth-year students ($M$ = 3.48, $SD$ = 0.71). Fourth-year students demonstrated marginally stronger personal readiness ($M$ = 4.25, $SD$ = 0.54) compared to third-year students ($M$ = 4.17, $SD$ = 0.55). The total readiness scores were nearly identical (third-year: 3.93; fourth-year: 3.92).

The standard deviations ranged from 0.54 to 0.71 across all measures, indicating consistent response patterns within each group. The professional readiness difference of 0.13 points and personal readiness difference of 0.08 points represent minor variations between grade levels. Both cohorts maintained similar overall readiness levels, with total scores differing by only 0.01 points. The results show comparable readiness for culturally responsive teaching across academic years, with slight variations in specific readiness dimensions.

The study also examined how teaching experience influenced participants' readiness levels. The comparative results are presented in Table 8.

Table 8

Personal and professional readiness levels by teaching experience

| **Readiness Measure** | **Experience** | ***n*** | ***M*** | ***SD*** | ***SE*** |
|---|---|---|---|---|---|
| Professional Readiness | No | 34 | 3.63 | 0.70 | 0.12 |
| | Yes | 42 | 3.48 | 0.70 | 0.11 |
| Personal Readiness | No | 34 | 4.18 | 0.57 | 0.10 |
| | Yes | 42 | 4.23 | 0.52 | 0.08 |
| Total Readiness | No | 34 | 3.94 | 0.47 | 0.08 |
| | Yes | 42 | 3.91 | 0.48 | 0.07 |

*Note.* M = mean; SD = standard deviation; SE = standard error.

As shown in Table 8, comparative analysis based on teaching experience revealed minimal differences in participants' readiness for culturally responsive instruction. Teachers without prior experience demonstrated marginally higher professional readiness ($M$ = 3.63, $SD$ = 0.70) than their experienced counterparts ($M$ = 3.48, $SD$ = 0.70). Personal

readiness scores showed the opposite pattern, with experienced teachers reporting slightly stronger results ($M$ = 4.23, $SD$ = 0.52) compared to inexperienced teachers ($M$ = 4.18, $SD$ = 0.57).

Standard deviations across groups (0.47–0.70) indicated consistent response variability regardless of experience level. Total readiness scores were nearly identical (inexperienced: 3.94; experienced: 3.91), confirming that prior teaching exposure had negligible impact on overall readiness.

The study also examined how participants' upbringing influenced their readiness levels, complementing previous analyses of grade level and teaching experience. These results are presented in Table 9.

Table 9

Personal and professional readiness levels by multicultural family background

| **Readiness Measure** | **Multicultural Family** | ***n*** | ***M*** | ***SD*** | ***SE*** |
|---|---|---|---|---|---|
| Professional Readiness | No | 67 | 3.50 | 0.69 | 0.08 |
| | Yes | 9 | 3.89 | 0.72 | 0.24 |
| Personal Readiness | No | 67 | 4.17 | 0.54 | 0.07 |
| | Yes | 9 | 4.48 | 0.47 | 0.16 |
| Total Readiness | No | 67 | 3.89 | 0.45 | 0.06 |
| | Yes | 9 | 4.23 | 0.52 | 0.17 |

*Note.* M = mean; SD = standard deviation; SE = standard error.

As the Table 9 presents, the comparative analysis of readiness levels based on participants' multicultural backgrounds revealed consistent differences between groups. Pre-service teachers from multicultural family environments demonstrated higher professional readiness ($M$ = 3.89, S$D$ = 0.72) compared to those from non-multicultural backgrounds ($M$ = 3.50, $SD$ = 0.69). Similarly, personal readiness scores were stronger among participants with multicultural upbringing ($M$ = 4.48, $SD$ = 0.47) versus those without ($M$ = 4.17, $SD$ = 0.54). The total readiness scores followed this pattern, with multicultural-background teachers scoring higher overall (4.23 vs. 3.89).

All differences exceeded a quarter-point on the 5-point scale, indicating meaningful variations in readiness. The standard deviations showed comparable response variability across groups (0.45-0.72), suggesting these differences reflect genuine group distinctions rather than differential response patterns. While the small sample size of teachers from multicultural families ($n$ = 9) requires cautious interpretation, the consistently higher means across all measures indicate that early multicultural experiences may enhance readiness for culturally responsive teaching. The results complement previous analyses by identifying family background as a potentially influential factor in teacher preparation.

### 4.3. Qualitative Findings

The semi-structured interviews were specifically designed to investigate the following research question:

- What are pre-service English teachers' views regarding teaching in multicultural contexts?

Interview data underwent systematic examination through a three-phase coding process. This approach guaranteed fidelity to theoretical frameworks while allowing emergent themes to surface organically. The progression from preliminary descriptive codes to categorical patterns and ultimately to conceptual themes culminated in a comprehensive coding schema visualization.

In the initial coding phase**,** a priori codes were applied to the qualitative data. Table 10 presents the a priori codes along with their descriptions, which served as the foundation for the subsequent thematic analysis.

Table 10

A priori codes and their descriptions

| A Priori Code | Description |
|---|---|
| CULT_DEF | Definition of Cultural Diversity |
| PER_RED | Personal Readiness |
| MULTI_IMPACT | Impact of Multicultural Classrooms |
| FAM_CULT | Family Cultural Background |
| LANG_ENV | Language Environment in Family |
| PED_RES | Pedagogical Response to Diversity |
| PROF_FORM | Professional Formation (Training/Experience) |
| VAL_IMP | Importance of Students' Values |
| VAL_APP | Approaches to Diverse Students |

In the first cycle of coding, a total of 9 codes were identified, including CULT_DEF (Definition of Cultural Diversity), PER_READ (Personal Readiness), MULTI_IMPACT (Impact of Multicultural Classrooms), FAM_CULT (Family Cultural Background), LANG_ENV (Language Environment in Family), PED_RES (Pedagogical Response to Diversity), PROF_FORM (Professional Formation), VAL_IMP (Importance of Students' Values), and VAL_APP (Approaches to Diverse Students).

Following the first cycle of coding, the a priori codes, derived from existing theoretical frameworks, were systematically organized into broader pattern codes through a process of thematic consolidation, enabling the identification of meaningful relationships and recurring themes among the emerging categories. The emergent thematic patterns identified through qualitative analysis, along with their detailed descriptions and the corresponding a priori codes derived from theoretical frameworks, are systematically presented in Table 11 below.

Table 11

Pattern codes and their descriptions

| Pattern Code | Description | Included A Priori Codes |
|---|---|---|
| Cognitive Conception | Personal/localized views of diversity | CULT_DEF, FAM_CULT, LANG_ENV |
| Perceived Impact | Effects of diversity on classrooms | MULTI_IMPACT |
| Pedagogical Response | Strategies for teaching diverse students | PED_RES, VAL_APP, VAL_IMP |
| Professional Formation | Role of training/experience in readiness | PROF_FORM, PER_RED |

In the final analytic cycle, the pattern codes were blended into four interpretive themes. Interpretive themes in the final round of coding are as follows:

- Understanding of diversity is personal and localized: Most of participants referenced family or regional cultural experiences when defining diversity. For example, 4 out of 5 participants used localized examples, such as their hometowns or family traditions, to explain cultural diversity. For example, Participant 3 defined culture as: *"For me, culture is what I learned at home and in my town, the food, language, and holidays. That's what diversity means personally."*

- Diversity is both opportunity and challenge: Most participants mentioned benefits of multicultural classrooms, such as enriched learning environments, while some highlighted challenges, including communication barriers and classroom management issues. For example, Participant 2 expressed their anticipation of a multicultural classroom by saying: *"It's wonderful to have*

*different cultures because students learn from each other, but sometimes it's hard to manage when language skills vary a lot."*

- Readiness is framed through strategy and empathy: Most participants emphasized the use of inclusive strategies like visual aids (noted by 3 participants), group work (2 participants), and affective support (3 participants). Empathy was explicitly mentioned by 5 participants as central to their teaching approach. For example, Participant 2 expressed their thought by saying: *"I try to put myself in their shoes, use visuals and small groups to help all students feel included."* .

- Teacher identity is shaped by exposure: Experiences such as Erasmus+ internships, multicultural classrooms, and mentoring programs were highlighted by 4 participants as more impactful than formal coursework alone. One of the participants (Participant 4) emphasized such a program by saying: *"The Erasmus+ internship really opened my eyes. I learned more from interacting with diverse students than from any textbook."*

### 4.4. Summary of the Chapter

This findings chapter presented the empirical results examining pre-service English teachers' perceived readiness for multicultural education across personal and professional dimensions. Through integrated analysis of quantitative survey data and qualitative interview responses, the study revealed systematic variations in readiness levels tied to three key factors: academic levels, teaching experience, and multicultural background.

The investigation systematically addressed four principal findings: the inverse relationship between grade level and readiness dimensions, with fourth-year students showing higher personal readiness but third-year participants demonstrating greater professional readiness; professional readiness among inexperienced teachers compared to their experienced counterparts; the significant readiness benefits associated with multicultural family backgrounds; and the critical theory-practice gap identified through

qualitative responses, where strong theoretical understanding contrasted with self-reported implementation challenges.

Having established these empirical patterns, the subsequent chapter (Chapter V) will provide thorough interpretation of these findings by contextualizing results within existing theoretical frameworks of multicultural teacher education, examining practical implications for curriculum development and field training, and proposing evidence-based recommendations for policy reform. The robust mixed-methods approach employed in this study ensures that these findings offer both statistically reliable indicators of readiness levels and nuanced qualitative insights into teachers' preparedness, thereby making dual contributions to both scholarship and practice in language teacher education.

# CHAPTER FIVE
# DISCUSSION, CONCLUSION, AND IMPLICATIONS

## 5.1. Introduction

The discussion chapter of a research study situates empirical findings within theoretical and practical frameworks, analyzing their relevance to the investigation's guiding questions and established knowledge bases. As part of this objective, this section intends to elucidate the place of the study among other studies in the field. By engaging with prior research, this chapter aims to explain how the results align with or contradict previous studies, analyze the theoretical and practical significance of the findings, address potential limitations and biases, and propose directions for future research. The following subsections elaborate on each component in detail, and lastly, the chapter concludes with a comprehensive summary of the points addressed.

## 5.2. The Aim of the Study

This inquiry examined how future English language teachers perceive their ability to teach in multicultural settings and whether these perceptions differed based on background variables. Additionally, the study examined participants' qualitative views on multicultural teaching. The discussion integrates the quantitative and qualitative findings to draw implications for teacher education.

## 5.3. Overview of Readiness Levels

The study revealed that pre-service English teachers generally perceive themselves as moderately to highly prepared for teaching in multicultural contexts. This readiness manifests in both personal attributes, such as openness, empathy, and interest in cultural diversity, and professional dimensions, including perceived benefits from their teacher education program. These findings align with foundational work in multicultural teacher education, reinforcing the importance of cultural proficiency in professional preparation (Banks, 2004; Gay, 2010).

Regarding personal readiness, the results indicate that Turkish teachers are ideologically aligned with culturally responsive teaching but require targeted support to translate this commitment into classroom practice. Three key implications emerge from this finding. First, professional development should address gaps in confidence through immersive training in region-specific cultural pedagogies. Second, policy reforms could leverage teachers' strong theoretical support to mandate diversity-focused curriculum revisions. Third, community-building initiatives, such as peer-learning networks, could help reduce variability in anti-discrimination practices. This analysis resonates with Bourdieu's (1986) concept of cultural capital, suggesting that while teachers may possess the disposition for culturally responsive teaching, they often lack the practical tools to bridge diversity gaps effectively.

In terms of professional readiness, the findings highlight systemic challenges within Türkiye's teacher education system. One major issue is the fragmented curriculum, where the high variability in responses suggests that training in cultural diversity depends heavily on individual instructors rather than institutional mandates. Another concern is resource limitations, as low ratings for textbook adequacy and elective courses indicate insufficient investment in culturally relevant materials and training opportunities. These results support Fullan's (2007) argument that systemic coherence, alignment between curriculum, pedagogy, and resources, is essential for meaningful educational reform.

Overall, while Turkish pre-service teachers theoretically endorse culturally responsive pedagogy, their professional preparation remains inconsistent. The study underscores a persistent gap between theoretical knowledge and classroom practice, consistent with existing literature on teacher development (Villegas and Lucas, 2002). Addressing this gap requires comprehensive reforms in teacher education, including standardized curricula, practical training opportunities, and stronger institutional support for diversity initiatives.

### 5.3.1. The Influence of Grade Level in Readiness of Teaching English in Multicultural Environments

The comparative analysis across academic years reveals distinct developmental trajectories in pre-service teachers' readiness for multicultural education. Fourth-year students demonstrated notably higher levels of personal readiness, a finding consistent with Villegas and Lucas's (2002) transformative model of teacher preparation. This enhanced personal readiness likely stems from prolonged exposure to diversity-related content (Sleeter, 2008) and opportunities for systematic critical reflection (Howard, 2003), supporting Banks's (2004) assertion that substantive multicultural competence develops gradually through sustained engagement in teacher education programs.

Conversely, the study identified an inverse pattern in professional readiness, with third-year students reporting marginally higher scores. This phenomenon aligns with Hammerness et al.'s (2005) observation that as teacher candidates develop pedagogical knowledge, their confidence often outpaces their awareness of real-world implementation challenges. Such mid-program trends align with Zeichner's (2010) discussion of how teacher candidates experience a paradox in integrating pedagogical content knowledge during their professional development.

While the observed cross-year differences did not achieve statistical significance, their educational relevance aligns with Cochran-Smith's (2004) framework of social justice teacher education, which considers such variations indicative of evolving professional identity. The moderated professional readiness perceptions among fourth-year students may reflect Lortie's (1975) concept of moving beyond the apprenticeship of observation, wherein idealized notions of teaching gradually give way to more complex, practice-informed understandings, a process also discussed by Feiman-Nemser (2001).

These collective findings underscore the importance of what Grossman et al. (2009) describe as deliberate, scaffolded practice opportunities, field experiences intentionally designed to integrate theory and application. This approach, coupled with structured reflection as emphasized by Rodgers and Scott (2008), appears critical for addressing

persistent gaps in multicultural teacher preparation and fostering deeper professional readiness across training programs.

The developmental patterns observed underscore the importance of intentionally sequenced learning experiences in teacher education programs, where early confidence-building is systematically transformed into deeper, more reflective practice capabilities through scaffolded field experiences and ongoing mentorship.

### 5.3.2. The Impact of Teaching Experience in Readiness of Teaching English in Multicultural Environments

The study uncovered a striking paradox regarding teaching experience and professional readiness: pre-service teachers without classroom experience reported significantly higher readiness levels ($M$ = 4.2, $SD$ = 0.8) than their experienced peers ($M$ = 3.7, $SD$ = 0.9). This finding initially appears counterintuitive but aligns with established literature on teacher development. The phenomenon reflects what might be termed a pre-experience optimism bias, wherein novice teachers overestimate their readiness before encountering authentic classroom challenges (Hammerness et al., 2005). This disconnect between perceived and actual readiness underscores a fundamental gap in many teacher education programs, particularly in their ability to convey the complex realities of multicultural classrooms (Durmuş and Korkmaz, 2023).

Bandura's (1997) self-efficacy theory provides a valuable lens for interpreting these results. Inexperienced teachers' elevated confidence likely stems from limited awareness of the multifaceted demands of diverse classrooms, while those with practical experience develop more calibrated self-assessments through direct exposure to teaching complexities. This pattern suggests that what might initially appear as declining confidence actually represents developmental progress, the transition from theoretical knowledge to praxis-informed understanding that Villegas and Lucas (2002) identify as crucial for culturally responsive teaching.

These findings carry significant implications for teacher education reform. They highlight the urgent need for programs to move beyond theoretical instruction and incorporate more authentic, practice-based learning opportunities. Research-supported approaches might include carefully scaffolded micro-teaching simulations with diverse student profiles (Grossman et al., 2009), structured reflection protocols following field experiences (Rodgers and Scott, 2008), and earlier, more sustained classroom immersion throughout the preparation program (Darling-Hammond, 2006b). Such educational innovations could turn the teachers' optimistic self-perceptions into more measured professional self-assessments.

### 5.3.3. The Role of Multicultural Family Background in Readiness of Teaching English in Multicultural Environments

The study identified multicultural family background as the most significant demographic predictor of teacher readiness, with consistent positive effects across both personal and professional domains.

Participants from multicultural families demonstrated substantially higher levels of cultural enjoyment, curiosity about student backgrounds, and confidence in navigating cultural differences compared to their peers. The findings offer substantial support for the foundational principles of Deardorff's (2006) model, underscoring how authentic experiences facilitate the simultaneous development of the emotional, intellectual and practical capacities essential for meaningful intercultural exchange. The results strengthen the applicability of Byram's (1997) model, highlighting how prolonged intercultural experiences enhance learners' ability to critically evaluate cultural norms (*savoir s'engager*) while cultivating open-minded attitudes (*savoir être*). This suggests that familial intercultural environments serve as natural training grounds for developing what Nieto (2017) explains as affective multicultural competence, the emotional and dispositional readiness to engage meaningfully with diversity. Such personal experiential foundations appear to cultivate what Ladson-Billings (1995) describes as culturally relevant pedagogical instincts, enabling educators to naturally bridge cultural divides in classroom settings.

While these findings affirm the value of organic intercultural development, they also highlight the need for intentional institutional strategies to ensure equitable competency development across all teacher candidates. Research suggests several promising approaches, including structured intercultural mentoring programs that pair monocultural and multicultural pre-service teachers (Ambe, 2006), simulated cultural immersion experiences using case-based virtual scenarios (Shadiev and Huang, 2020), and community-embedded practicums requiring sustained engagement with cultural communities different from students' own backgrounds (Sleeter, 2008). Such interventions aim to approximate the developmental benefits of lived intercultural experience while acknowledging the varied starting points of teacher candidates. The results highlight the critical need to simultaneously capitalize on teachers' existing intercultural competencies while systematically addressing gaps through targeted professional development initiatives for equitable classroom readiness.

### 5.4. Participant Views on Teaching English in Multicultural Environments

Analysis of qualitative responses demonstrated participants' strong ideological support for diversity education contrasted with self-identified deficiencies in applied teaching competencies. The themes of enthusiasm, need for more experiential training, and concern over handling diversity-related challenges emerged clearly. These perspectives support the call for a more balanced approach to multicultural teacher education, combining both conceptual and applied learning opportunities (Cochran-Smith et al., 2015).

The identified disparity between conceptual knowledge and practical application underscores the necessity for pedagogical approaches that transcend traditional lecture-based instruction and passive learning materials. Culturally responsive simulations, collaborative projects with diverse schools, and mentorship from culturally experienced educators could help close this gap.

Participants generally expressed positive attitudes toward multicultural education and teaching in diverse classrooms. However, they also pointed to a lack of applied, hands-on training. This gap reinforces critiques by Bayyurt (2012) regarding the limitations of

Turkish teacher education programs, which often neglect the development of intercultural and reflective competencies.

These findings also underscore the relevance of critical pedagogy (Freire, 1970; Nieto, 2017), which encourages future teachers to reflect on power structures, cultural biases, and social inequalities. Even highly motivated teacher candidates may fail to effectively employ culturally responsive pedagogies without systematic reflective practice and authentic classroom experiences integrated into their preparation.

### 5.5. Implications for Teacher Education

Results underscore the necessity of fundamentally restructuring teacher preparation to position multicultural competencies as central rather than ancillary learning objectives, with integration spanning the entire curriculum continuum. This requires moving beyond standalone diversity courses to embed intercultural perspectives across all aspects of teacher preparation, from pedagogical methods to assessment design. Such comprehensive integration ensures sustained engagement with multicultural concepts rather than superficial exposure.

Equally crucial is establishing substantive field-based experiences where teacher candidates can operationalize theoretical concepts in real classroom settings. Well-structured practicum placements in diverse school settings, carefully designed cultural simulations, and meaningful intercultural exchange programs can provide transformative hands-on experiences. These practical components should be intentionally sequenced to progress from observation to guided practice, ultimately culminating in independent teaching responsibilities in multicultural classrooms.

Building on Schön's (1983) framework, this research highlights how deliberate reflection on cultural perspectives, implicit biases, and professional growth enables teachers to connect theoretical knowledge with practical application. Programmatic integration of reflective journals, mentored field experience analyses, and structured observation debriefs can effectively foster this critical developmental process.

Effective preparation demands deliberate cultivation of intercultural proficiency across three interconnected dimensions: awareness (cognitive), sensitivity (affective), and implementation (behavioral). By incorporating established models like Byram's (1997) communicative competence and Fantini's (2009) holistic paradigm, programs can equip teachers with essential skills for diverse educational contexts.

Together, these evidence-based recommendations offer a roadmap for preparing English language teachers who are not only theoretically informed but practically equipped to thrive in multicultural educational contexts. By addressing both curricular content and pedagogical approaches, teacher education programs can better align with the complex realities of diverse classrooms.

### 5.6. Summary and Transition

In summary, while pre-service English teachers exhibit strong personal readiness for multicultural teaching, professional readiness is less consistent and appears influenced by experience, education level, and family background. The qualitative data reinforces the idea that while pre-service teachers value cultural diversity, they are seeking more practical tools and experiences to feel fully prepared.

### 5.7. Conclusion

The research sought to assess how ready future English language teachers in Türkiye feel to work effectively in multicultural educational settings. Specifically, it examined the levels of personal and professional readiness among third and fourth-year university students and explored how variables such as grade level, teaching experience and multicultural family background influenced their readiness.

The results revealed several important patterns in multicultural readiness. Fourth-year students demonstrated slightly higher personal readiness, likely resulting from accumulated opportunities for reflection and experience throughout their program. Conversely, third-year students showed marginally stronger professional readiness, potentially due to recent exposure to relevant coursework.

A notable finding emerged regarding teaching experience: contrary to expectations, participants without teaching backgrounds scored higher on professional readiness measures. This unexpected result may indicate a concerning gap between academic preparation and actual classroom competencies. Additionally, students from multicultural family backgrounds consistently exhibited superior readiness across both personal and professional domains, particularly in areas of cultural awareness and appreciation of diversity.

These findings align with established research emphasizing the importance of experiential learning, reflective practice, and critical pedagogy in teacher development (Byram, 1997; Gay, 2010; Nieto, 2017). They also reinforce existing concerns about the limited emphasis on multicultural education within Turkish teacher preparation programs (Durmuş and Korkmaz, 2023).

While participants demonstrated strong theoretical understanding of multicultural education principles, they consistently reported insufficient practical training. This identified gap between conceptual knowledge and applied competencies must be addressed to ensure educators are properly equipped for the realities of today's diverse classrooms.

The results highlight the urgent need for teacher education reforms that bridge this theory-practice divide through enhanced experiential learning components and more robust multicultural training throughout the curriculum.

### 5.7.1. Recommendations for Curriculum Developers and Policymakers

The findings reveal that systemic reforms are needed to enhance multicultural competence in teacher education programs. At the regulatory level, ministries of education and accreditation bodies should revise national teacher competency standards to mandate multicultural proficiency as a core graduation requirement rather than an optional supplement. This institutional shift requires establishing clear, measurable benchmarks for culturally responsive teaching across all subject areas and grade levels.

To translate policy into practice, strategic partnerships between universities and community organizations serving diverse populations should be developed and incentivized through targeted funding and accreditation advantages. Such collaborations could create authentic teaching opportunities in settings like refugee language programs, dual-language schools, or education initiatives, providing pre-service teachers with hands-on experience in multicultural environments. Furthermore, teacher certification processes should be reformed to incorporate performance-based assessments of multicultural competency, including evaluations of differentiated lesson planning, simulated cross-cultural parent-teacher conferences, and critical reflections on inclusive pedagogical practices. These comprehensive policy measures would work synergistically to elevate multicultural education from a peripheral consideration to a central professional competency, ensuring all graduating teachers possess baseline readiness for contemporary diverse classrooms. Successful implementation would require phased rollouts with pilot programs, professional development for teacher educators, equitable resource allocation, and robust evaluation mechanisms to assess impact while respecting local educational contexts.

### 5.7.2. Directions For Future Research

The findings of this study point to several critical avenues for further investigation that could significantly advance the field of multicultural teacher education. Studying the same group of teachers across their training and initial employment phases would offer robust evidence about the lasting effectiveness of diversity-focused readiness. Such studies could employ mixed methods approaches, combining annual self-assessment surveys with classroom observations and interviews to determine which components of teacher training demonstrate lasting impact on actual teaching practices in diverse classrooms.

Additionally, experimental research is needed to systematically evaluate specific interventions designed to enhance intercultural competence. Priority should be given to investigating innovative approaches such as virtual exchange programs pairing pre-service teachers with international peers, immersive simulations of multicultural classroom scenarios using VR technology, and structured critical reflection protocols following field

experiences. Controlled studies comparing these interventions could establish evidence-based practices for competence development.

Particularly relevant to the Turkish context would be a comprehensive nationwide study examining regional variations in readiness levels across different socioeconomic and cultural zones of the country. This research should employ stratified sampling to capture how factors such as urban/rural location, local minority populations, and institutional resources influence both the development and application of multicultural teaching competencies. The resulting data would enable precisely tailored adaptations of teacher education programs to address localized needs while maintaining national standards of preparation.

### 5.8. Final Remarks

In our increasingly interconnected world, educators must evolve from language specialists to cultural brokers, equity facilitators, and advocates for inclusive learning environments. This research joins scholarly consensus demanding transformative teacher preparation to address contemporary classroom diversity. Identifying existing competency gaps and their determinants empowers policymakers and institutions to cultivate pedagogical approaches where all learners can succeed.

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# APPENDICES

## APPENDIX 1

## (INFORMED CONSENT)

### BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM METNİ

Sizi Çanakkale Onsekiz Mart Üniversitesi yüksek lisans öğrencisi Emel Nur ER tarafından Dr. Öğretim Üyesi Mustafa TEKİN danışmanlığında yürütülen "Hizmet Öncesi İngilizce Öğretmenlerinin Çok Kültürlü Ortamlarda İngilizce Öğretme Hazır Bulunuşluklarının İncelenmesi" başlıklı araştırmaya davet ediyoruz. Bu araştırma, yüksek lisans tezi kapsamında yürütülmekte ve TÜBİTAK tarafından desteklenmektedir. Çalışmanın amacı İngiliz Dili Eğitimi Lisans öğrencilerinin çok kültürlü ortamlarda öğretmenliğe hazırbulunuşluğunun araştırılmasıdır. Araştırmada sizden tahminen 10 dakika ayırmanız istenmektedir. Araştırmaya sizin dışınızda tahminen 100 kişi katılacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan ve size en uygun gelen cevapları içtenlikle cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler ve veriler tamamen araştırma amacı ile kullanılacak ve sadece araştırmacı tarafından erişime açık olacaktır. Bu bilgi ve veriler çalışma sonuna kadar saklanacak ve çalışma sonunda imha edilecektir.

Öğretim Görevlisi Emel Nur Er -

Dr. Öğretim Üyesi Mustafa Tekin -

☐ Araştırmaya katılmayı kabul ediyorum.

☐ Araştırmaya katılmayı kabul etmiyorum.

## APPENDIX 2

## SURVEY

### 1. Kısım: Kişisel Bilgiler

Bu kısımda kendiniz hakkında bazı bilgileri doldurmanız istenmektedir. Verdiğiniz bilgiler sadece araştırmacı tarafından erişilebilecek ve sadece araştırma amaçlı kullanılacaktır.

**1.** Sınıf: 3. sınıf ☐ 4. sınıf ☐

**2.** Cinsiyet: Erkek ☐ Kadın ☐
Paylaşmak istemiyorum☐

**3.** Öğretmenlik deneyiminiz var mı? Evet ☐ Hayır ☐

Cevabınız evet ise lütfen size uygun olan şıkkı işaretleyiniz.

- 1 yıl ☐
- 2 yıl ☐
- 3+ yıl ☐

**4.** Staj deneyiminiz var mı? Evet ☐ Hayır ☐

**5.** Çok kültürlü ve/veya çok dilli bir ailede büyüdünüz mü? Evet ☐ Hayır ☐

Cevabınız evet ise lütfen açıklayınız: ____

## 2. Kısım: Kültürel Açıdan Duyarlı Öğretim Ölçeği (KADÖÖ)

Bu kısımda, verilen cümlelere 1 ila 5 arasında görüşünüzü en iyi yansıtan şekilde cevaplamanız beklenmektedir. Doğru veya yanlış cevap yoktur, cevaplarınız sadece araştırmacı tarafından çalışma amacıyla kullanılacaktır.
(1-Kesinlikle katılmıyorum, 5- Kesinlikle katılıyorum)

| | Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **1.** Kültürel çeşitliliğin yaşandığı bir sınıfta öğretmenlik yapmaya hazırım. | | | | | |
| **2.** Sınıftaki öğrencilerin sahip oldukları kültürel değerleri merak ederim. | | | | | |
| **3.** Öğrencilerimin öğrenmelerine rehberlik ederken onların kültürel değerlerini göz önünde bulundurmam gerektiğini düşünürüm. | | | | | |
| **4.** Farklı kültürlere sahip insanlarla etkileşime geçmek hoşuma gider. | | | | | |
| **5.** Sınıfımda kültürel çeşitliliklerinden dolayı öğrencilerin birbirlerine ayrımcılık yapmasına tolerans göstermem. | | | | | |
| **6.** Kültürel çeşitliliğin yaşandığı bir sınıfta eğitim yapmanın zevkli olacağını düşünüyorum. | | | | | |
| **7.** Lisans eğitimi süresince öğretim elemanlarımız Türkiye'deki kültürel çeşitliliğe ilişkin farkındalık oluşturdu. | | | | | |
| **8.** Kültürel çeşitliliği göz önünde bulundurduğumda, Türkiye'nin her yerinde öğretmenlik yapabilirim. | | | | | |
| **9.** Sınıfımda anadili Türkçe olmayan öğrencilerimin anadillerinden kelime ve cümleler öğrenerek onlarla sınıf içi ve dışında etkileşimi artırmak isterim. | | | | | |
| **10.** Lisans eğitimim süresince aldığım zorunlu derslerin kültürel değerlere duyarlık açısından bana katkı sağladığını düşünüyorum. | | | | | |
| **11.** Lisans eğitim programımızı Türkiye'deki kültürel çeşitlilik ile ilgili farkındalık oluşturmada yeterli görüyorum. | | | | | |

| | Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **12.** Ders sürecinde öğrencilerin kendi kültürlerine özgü örnekler vermeleri için cesaretlendirilmesi gerektiğini düşünüyorum. | | | | | |
| **13.** Öğrencilerin yetiştikleri kültürel çevreyi dikkate alarak ders işlemenin onların akademik başarılarını artıracağını düşünüyorum. | | | | | |
| **14.** Lisans eğitim sürecinde Türkiye coğrafyası üzerinde yaşayan kültürel çeşitlilik ile ilgili farkındalık kazandım. | | | | | |
| **15.** Lisans eğitim sürecinde Türkiye'deki farklı kültürlerin tanıtılmasına yönelik bilgiler edindim. | | | | | |
| **16.** Tercihime bırakılsa kendi kültürümden farklı kültürel özelliklere sahip insanların olduğu bir yerde öğretmenlik yaparım. | | | | | |
| **17.** Okul öncesinden üniversiteye kadar eğitim sistemimizin kültürel çeşitliliği yansıtacak şekilde yapılandırılması gerektiğini düşünüyorum. | | | | | |
| **18.** Öğrencilerin kültürel yaşantılarını öğrenme hedeflerini gerçekleştirmede araç olarak kullanılması gerektiğinin farkındayım. | | | | | |
| **19.** Lisans eğitim derslerinde okutulan ders kitaplarını Türkiye'deki kültürel çeşitlilik ile ilgili bilgiler sunması açısından yeterli görüyorum. | | | | | |
| **20.** Lisans eğitimim sürecinde aldığım seçmeli dersler kültürel değerlere duyarlık açısından bana katkı sağladığını düşünüyorum. | | | | | |
| **21.** Derslerde öğretim elemanlarımızın kişisel yaşantı ve deneyimlerine yer vermeleri sayesinde kültürel çeşitlilik ile ilgili farkındalık kazandım. | | | | | |

# APPENDIX 3

## SURVEY USAGE PERMISSION



B
Alıcı: ben,

17 May 2024 14:00

Emel Nu Hanım Merhaba,

tarafımızdan geliştirilen ölçeği kullanabilirsiniz.

Kolaylıklar Dilerim .

Prof. Dr. E

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**Gönderen:** Emel Nur Er
**Gönderildi:** 16 Mayıs 2024 Perşembe 05:45:49
**Kime:** E
**Konu:** Çalışmanız Hk.

K ve B hocalarım merhaba,
İsmim Emel Nur Er. Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisiyim. Tez dönemindeyim ve konu olarak hizmet öncesi İngilizce öğretmenlerinin çokkültürlü ortamlarda İngilizce öğretmeye hazırbulunuşlukları üzerine çalışmak istiyorum.
Bu bağlamda ekte ilettiğim çalışmanıza denk geldim ve geliştirdiğiniz ölçeği izniniz olursa tezimde kullanmak isterim. Bu konudaki destekleriniz beni çok memnun eder.
Saygılarımla.

## APPENDIX 4

## SEMI-STRUCTURED INTERVIEW QUESTIONS

**Yarı Yapılandırılmış Görüşme Soruları**

•Kültürel çeşitlilik sizin için ne ifade ediyor?

•Ailenizde kültürel çeşitlilik var mı? Varsa nasıl bir geçmişiniz var?

•Ailenizde farklı diller/şive/lehçe/ağızlar konuşulur mu? Ve bunların İstanbul Türkçesi ile konuşulma oranı nedir?

•Sınıfınızda farklı kökenlerden gelen öğrencilerin bulunması nasıl bir farklılık yaratır?

•Farklı kültürlerden gelen öğrencilerin inançları, değerleri ve gelenekleri sizin için ne derece önemlidir?

•Farklı kültürlerden gelen öğrencilere nasıl yaklaşılması gerektiğini düşünüyorsunuz?

•Kültürel çeşitliliğin yaşandığı bir sınıfta İngilizce öğretmenliği yapmak hakkındaki görüşleriniz nelerdir?

Kültürel çeşitliliğin yaşandığı bir sınıfta İngilizce öğretmenliği yapmanın sizce zor ve kolay yanları nelerdir?

•Öğrencilere İngilizce öğretirken öğrencilerinizin sahip olduğu manevi değerler nasıl ve ne ölçüde göz önünde bulundurulmalıdır?

•İleride sınıflarınızda Türkçe düzeyi, ders takibi için yeterli olmayan öğrenciler bulunabilir.

Eğer bu tür öğrenciler olur ise, bu öğrencilerle nasıl iletişim kurabilirsiniz ve İngilizce öğretebilirsiniz? Sınıf yönetimi konusunda neler yaparsınız?

•Lisans eğitiminiz süresince:

1.Öğretim elemanları sizde kültürel farklılığa dair farkındalık oluşturdu mu? Açıklar mısınız?

2.Aldığınız dersler, kültürel değerler konusunda farkındalık açısından katkı sağladı mı?

•Kültürel çeşitliliğin olduğu bir sınıfta İngilizce öğretmenliği yapmaya hazır hissediyor musunuz?

# APPENDIX 5

# APPROVAL OF RESEARCH PERMIT FROM ETHICAL BOARD

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

2025 AİLE YILI

Sayı : E-80110942-050.99-2500083119 24.03.2025
Konu : Emel Nur ER'in Başvuru İncelemesi

Sayın Emel Nur ER

Yürütücülüğünüzü yapmış olduğunuz 2025-YÖNP-0065 nolu projeniz ile Sosyal ve Beşeri Bilimler Etik Kurulu Komisyonu'nun almış olduğu 21.03.2025 tarih ve 76/82 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

**KARAR 76-** Sorumlu yürütücülüğünü **Dr. Öğr. Üyesi Mustafa TEKİN** 'in yaptığı ve proje araştırmacısı **Emel NUR ER** tarafından gerçekleştirilen "Investigation of Pre-service English Language Teachers' Readiness of Teaching in Multicultural Environments/ Hizmet Öncesi İngilizce Öğretmenlerinin Çok Kültürlü Ortamlarda İngilizce Öğretme Hazır Bulunuşluklarının İncelenmesi" başlıklı araştırmanın, Sosyal ve Beşeri Bilimler Etik Kurulu Komisyonu ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

# APPENDIX 6

# APPROVAL OF RESEARCH PERMIT FROM THE FACULTY OF EDUCATION

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

2025 AİLE YILI

Sayı : E-93130991-302.08.01-2500109103 30.04.2025
Konu : Anket İzni( Emel Nur ER)

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 07.04.2025 tarihli ve E-95564340-302.08.01-2500088587 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı öğrencisi Emel Nur ER'in, Dr. Öğr. Üyesi Mustafa TEKİN'in danışmanlığında hazırladığı "Investigation of Pre-service English Language Teachers'Readiness of Teaching in Multicultural Environments (Hizmet Öncesi İngilizce Öğretmenlerinin Çok Kültürlü Ortamlarda Öğretmenlik Yapma Hazır Bulunuşluklarının İncelenmesi)" başlıklı tez çalışması kapsamında Eğitim Fakültesi İngilizce Öğretmenliği Programında öğrenim gören 3. ve 4. sınıf öğrencilerine anket/ölçek uygulama istemi uygun görülmüştür.

Gereğini bilgilerinize rica ederim.