

REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF GRADUATE EDUCATION

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

AN INVESTIGATION INTO IN-SERVICE AND PRE-SERVICE ENGLISH TEACHERS' INTERCULTURAL SENSITIVITY

MASTER'S THESIS

CANSIN BALCI

Supervisor
Asst. Prof. Dr. MUSTAFA TEKİN

ÇANAKKALE – 2023

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T.C.
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In this thesis study, which I prepared in accordance with Thesis Writing Rules of School of Graduate Studies of Çanakkale Onsekiz Mart University; I hereby declare that I obtained the data, information and documents I presented in the thesis within the framework of academic and ethical rules; that I presented all information, documents, evaluations and results in accordance with scientific ethics and morals; that I gave appropriate references for all the sources I used in the thesis; that I did not made any changes in the data used; that the work I presented in this thesis is original and I acknowledged all the loss of rights in case of any circumstances contradicting with my declaration.

Cansın Balcı
01/08/2023

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Çanakkale, August, 2023

ÖZET

İNGİLİZCE ÖĞRETMEN VE ÖĞRETMEN ADAYLARININ KÜLTÜRLERARASI DUYARLIKLIK DÜZEYLERİNİN İNCELENMESİ

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01/08/2023, 95

Bu çalışma, İngilizce öğretmenlerinin kültürlerarası duyarlılık ve çok kültürlü tutum düzeylerini araştırmaktadır. Çalışma, cinsiyet, yaş, öğretmenlik deneyimi, istihdam durumu ve uluslararası seyahat deneyimi gibi demografik değişkenlerin dil öğretmenleri arasında kültürlerarası yeterliliğin gelişimi üzerindeki etkisine odaklanmaktadır. Çalışmada veri toplamak için Kültürlerarası Duyarlılık Ölçeği, Öğretmen Çokkültürlü Tutum Anketi ve yarı yapılandırılmış mülakatlar bir arada kullanılmıştır. Çalışmanın sonuçları, hem hizmet öncesi hem de hizmet içi İngilizce öğretmenleri arasında yüksek düzeyde kültürlerarası duyarlılık ve çok kültürlü tutumlar olduğunu ve özellikle hizmet öncesi öğretmenlerin kültürel unsurları dil eğitimine dahil etme konusunda istekli olduklarını göstermektedir. Sonuçlar, çeşitliliğin İngilizce öğretmenliği bölümlerine entegre edilmesinin ve kültürel duyarlılık konusunda eğitim verilmesinin öneminin altını çizmektedir. Çalışma, kültürel farkındalığa sahip ve duyarlı dil öğretmenlerine duyulan ihtiyacın altını çizmekte ve etkili dil öğretmenlerinin yetiştirilmesinde kültürel farkındalık ve duyarlılığın önemini vurgulamaktadır. Bu tez, İngilizce öğretmenleri arasındaki kültürlerarası yetkinliğin mevcut durumuna ilişkin kapsamlı bir inceleme sunmakta ve kültürlerarası yetkinliği etkileyen faktörlere ilişkin içgörüler sunarak daha geniş bir dil eğitimi alanına katkıda bulunmaktadır.

Anahtar Kelimeler: Kültürlerarası duyarlılık, Çok kültürlü eğitim, İngilizce öğretmenleri, Öğretmen adayları, Hizmet içi öğretmenler, Kültürel çeşitlilik

ABSTRACT

An Investigation Into In-service and Pre-service English Teachers' Intercultural Sensitivity

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Department of Foreign Languages Education
Master of Arts Thesis
Supervisor: Dr. Mustafa TEKİN
01/08/2023, 95

This study explores the levels of intercultural sensitivity and multicultural attitudes among English language teachers. The study focuses on the impact of demographic variables such as gender, age, teaching experience, employment status, and international travel experience on the development of intercultural competence among language teachers. To gather data, the study employed a combination of the Intercultural Sensitivity Scale, Teacher Multicultural Attitude Survey, and semi-structured interviews. The findings of the study indicate a high level of intercultural sensitivity and multicultural attitudes among both pre-service and in-service English language teachers, with pre-service teachers being particularly eager to incorporate cultural elements in language education. The implications underscore the importance of integrating diversity into ELT departments and providing training on cultural sensitivity. The study highlights the need for culturally aware and sensitive language teachers and emphasizes the importance of cultural awareness and sensitivity in the development of effective language teachers. This thesis provides a comprehensive examination of the current state of intercultural competence among English language teachers and contributes to the broader field of language education by offering insights into the factors that influence intercultural competence.

Keywords: Intercultural sensitivity, Multicultural education, English language teachers, Pre-service teachers, In-service teachers, Cultural diversity

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ABBREVIATIONS

CC	Communicative Competence
DMIS	Developmental Model of Intercultural Sensitivity
EFL	English as a Foreign Language
ELT	English Language Teaching
H	Hypothesis
ICA	Intercultural Awareness
ICC	Intercultural Communicative Competence
IS	Intercultural Sensitivity
ISS	Intercultural Sensitivity Scale
L1	First Language
L2	Second Language
PC	Proteophilic Competence
PCC	Proteophilic Communicative Competence
RQ	Research Question
Sig.	Significance
SPSS	Statistical Package for the Social Sciences
SPSS	Statistical Package for Social Sciences
TMAS	Teacher Multicultural Attitude Scale

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CHAPTER I
INTRODUCTION

1.1. Background of the Study

Intercultural competence is more important now than ever because of the increasing cultural diversity in contemporary communities, especially among those who have migrated to a different cultural environment and those who host immigrants from various cultures. Culture is not merely a collection of visible characteristics like language, geographic origin, and ethnicity, but a complex construct encompassing less visible cognitive and affective elements that shape an individual's identity, behavior, and judgment (Wang, 2021). The primary emphasis of this research is placed on the emotional aspect of intercultural communication, particularly on Intercultural Sensitivity (IS). This term pertains to the skill of conveying favorable emotional reactions and effectively handling emotions that may potentially hinder the intercultural communication process. IS includes various abilities such as empathy, a curiosity to explore different cultures, a willingness to reassess one's own identity, and the recognition that identity is a fluid and situational concept (Bennett, 1993).

The multicultural landscape is transforming all aspects of society, including education, where the success of minority students is heavily influenced by the attitudes and actions of their teachers (Banks, 2013). To address this, Türkiye has implemented education policies aimed at promoting equal access for students of all cultures and adapting the education system to the diversity of the school population. This includes the management of cultural diversity and the development of intercultural knowledge and skills (Saricoban, 2012). Today's schools require teachers to possess a new set of skills, including the ability to understand cultural diversity, create inclusive learning environments, and foster respect, empathy, and acceptance of different cultures as the core values of education.

Attitudes and values toward cultural differences are complex realities shaped by open communication and implicit gestures and actions (Byram, 2020). Research has shown that the greater one's multicultural experience, the greater the sensitivity they develop toward cultural differences, with these differences varying depending on the students'

school stage. The attitude of the teaching staff is particularly influential, as students can quickly sense if their teachers exhibit acceptance or rejection. Developing programs to educate teachers on IS is crucial due to their potential impact on society as a whole (Maharaja, 2018).

IS plays a crucial role in fostering respect for cultural differences and promoting peaceful coexistence between different cultural identities (Chen & Starosta, 1996). However, differences in ethnicity, race, physical appearance, and culture between teachers and students can sometimes lead to discrimination in the educational setting, disrupting equality and ultimately leading to conflict and failure (Le Roux, 2002). Teachers with a strong sensitivity to different cultures can prevent such conflicts and discrimination, and foster positive communication and relationship-building with students. In an increasingly interconnected world, the ability to understand and respect diverse cultures is becoming increasingly important for all individuals, including teachers.

Nurturing active members of society can be accomplished by incorporating the principles of multiculturalism into education curricula at all levels. This way, society and individuals alike can benefit from individuals who possess intercultural knowledge and exhibit democratic values. To achieve this goal, it is crucial to provide teacher training that promotes intercultural understanding and sensitivity to cultural diversity. Teachers must also reflect this understanding in their daily behaviors and interactions with students (Banks, 2013).

The role of intercultural communication in education cannot be overstated, especially in multicultural societies. Mirzaei (2013) highlights the importance of IS and its coverage in education, including crucial topics like anti-racism and anti-discrimination. With an increasing number of immigrants to countries like Turkey, teachers play a pivotal role in imparting intercultural understanding through education. It is crucial for teachers to have a culturally aware and sensitive attitude, as they are in constant interaction with students. According to Vavrus (2002), teachers must develop their cultural awareness and sensitivity before they can effectively help students understand their cultural identities. Having a positive attitude towards students and recognizing their cultural differences is key to promoting effective communication between teachers and students.

Diversity, as emphasized by the advancements in communication and information technologies, has become a crucial aspect of our present world that connects various points

globally (Mertens et al., 2020). IS, in this regard, emerges as a vital competency that can accommodate these differences. Teachers' effectiveness in fostering positive attitudes and behaviors towards cultural differences is contingent on their IS and knowledge of cultural diversity. This study is important in shedding light on future research into cultural differences and IS, particularly within the realm of foreign language education.

In the context of Turkey's evolving demographics, which have seen a significant influx of immigrants and refugees in recent years, this study takes on a pivotal role in addressing the pressing need for intercultural awareness and sensitivity (Wujiabudula & Karatepe, 2020). The unprecedented increase in cultural diversity within Turkish society, a phenomenon that has emerged within the last decade, has given rise to challenges related to coexistence and societal adaptation. These challenges, often intertwined with political and emotional complexities, underscore the importance of preparing educators to navigate the intricate landscape of cultural diversity (Punar & Karatepe, 2019). The implications of this study resonate particularly with English language education, a subject that offers a unique platform for fostering intercultural understanding due to its integration of language, communication, and social contexts. As Turkey's population adapts to the paradigm shift brought about by immigration, the role of teachers in shaping attitudes and behaviors towards cultural differences becomes crucial (Karatepe, 2019). This study not only explores the levels of Intercultural Sensitivity (IS) among English language teachers but also delves into the intricate interplay between emotions, professional qualifications, and readiness in confronting the multifaceted challenges presented by the evolving social fabric. By situating the research within the context of a dynamic and complex Turkish society, this study underscores the imperative for equipping teachers with the competencies and confidence needed to foster a harmonious and inclusive learning environment. As educators navigate this uncharted territory, their engagement in promoting intercultural awareness becomes pivotal in guiding both students and society toward a more empathetic and cohesive future (Karatepe & Yılmaz, 2018).

1.2. Problem Statement

The issue of IS among English language teachers is a complex and multi-dimensional challenge with far-reaching effects on both education and society. IS involves the capability to comprehend, respect, and adeptly handle cultural disparities. English language

instructors who frequently interact with learners from different cultural backgrounds need to be proficient in this skill. Unfortunately, despite its significance, there is a scarcity of research exploring the IS of language teachers, particularly in the Turkish context.

This study conducts an in-depth exploration of IS among English language teachers in Turkey, thereby offering a valuable contribution to the current knowledge base in the field of intercultural communication and education. By examining the attitudes of language teachers towards different cultures and evaluating their level of IS, the study sheds light on a crucial aspect of the educational experience. The insights generated by this research can inform the development of pedagogical approaches that foster IS among language teachers and support intercultural communication skills in their students. Amidst the complex landscape of contemporary Turkey, marked by a surge in immigration and the coexistence of diverse cultural identities, the imperative of effective intercultural communication emerges as a multifaceted challenge, interwoven with political nuances, emotional dynamics, and the broader social fabric. As the Turkish society navigates this intricate terrain, English language lessons, along with social sciences, present themselves as suitable platforms to raise awareness and foster intercultural competence among teachers. The readiness and professional qualifications of educators stand pivotal in addressing this issue, demanding both confidence and emotional resilience. The broader context of Turkey's evolving demographics further underscores the necessity of placing this sensitive topic within the complex tapestry of its societal fabric. In today's interconnected world marked by globalization and cultural diversity, the paramount importance of effective intercultural communication, as emphasized by Smith (2020), lies in its role in establishing connections and fostering mutual understanding among diverse individuals and communities.

1.3. Purpose of the Study

- To assess the IS levels among pre-service foreign language teachers.
- To assess the IS levels among in-service foreign language teachers.
- To examine whether there is a significant difference in IS levels between pre-service and in-service foreign language teachers.
- To explore the attitudes of pre-service and in-service foreign language teachers towards diverse cultures.

- To investigate any potential correlation between the attitudes of pre-service and in-service foreign language teachers towards different cultures and their IS levels.

1.3. Research Questions and Assumptions of the Study

The research questions and assumptions of a study are essential components that provide guidance and direction to the investigation, shaping its purpose, objectives, predictions, and assumptions about the variables being studied (Creswell, 2014). In the following section, the research questions and assumptions of the current study were outlined, elucidating how they guide the investigation towards achieving its ultimate goal.

1.3.1. Research Questions

The research questions were carefully identified to serve as crucial guiding inquiries for the study. The research questions were determined to be the focal points of investigation, directing the exploration towards achieving the study's ultimate objectives:

RQ1: What is the pre-service English language teachers' level of intercultural sensitivity?

RQ2: What is the in-service English language teachers' level of intercultural sensitivity?

RQ3: Is there a significant difference between pre-service and in-service English language teachers' levels of intercultural sensitivity?

RQ4: What are the attitudes of pre-service and in-service foreign language teachers towards multiculturality?

RQ5: Is there a correlation between the pre-service and in-service foreign language teachers' attitudes towards different cultures and their intercultural sensitivity level?

RQ6: What is the impact of demographics on the intercultural sensitivities and attitudes of English language teachers?

1.3.2. Assumptions

The assumptions outline the underlying beliefs that guide this study. Thus, the participants in the survey: (1) understood the questions on the scales, (2) had an appropriate level of English proficiency to understand the survey questions, (3) provided reliable and accurate answers, (4) were willing to be honest and open, (5) were not under any external pressures, (6) were not impacted by temporary factors such as stress or fatigue and (7) were not hindered by any technical difficulties during the survey.

1.4. Significance of the Study

This study is important for several reasons. Firstly, it focuses on English language teachers in Turkey and explores their attitudes towards different cultures. This holds the potential to illuminate how they engage in communication with students from diverse backgrounds, shedding light not only on the extent of their interactions but also on the readiness of the participants. Secondly, the findings may guide the development of inclusive education practices and policies. Teachers can create welcoming classrooms and improve their students' intercultural communication skills. Lastly, this research contributes to the existing knowledge on intercultural communication and education. It can be valuable for teachers and teacher trainers seeking to enhance their own IS and support their students' communication abilities. The results can provide valuable information for teacher trainers and the Ministry of National Education.

1.5. Limitations of the Study

There are some limitations to consider when interpreting the findings of this study. Firstly, the sample size is small, which means the results may not apply to all language teachers in Turkey. Secondly, the participants volunteered to take part, so their views may not represent the entire population. Another limitation is that the data relies on participants' self-reports, which may not always be completely accurate.

CHAPTER II
LITERATURE REVIEW

2.1. Introduction

2.1.1. Language and Culture

Culture is a complex concept that includes shared knowledge and practices within a group (Hall, 1976). It is shaped by societal changes and various elements (Baumeister, 2005; Berry et al., 2002). Language plays a crucial role in transmitting culture, as it reflects and influences cultural norms and values. Different definitions of culture highlight its multifaceted nature. Taylor (2014) describes culture as a “complex whole that encompasses various aspects of human activity” (p. 2). Hofstede (2011) sees culture as the "universal intelligence of consciousness that distinguishes one group from another” (p. 6). Language and culture are interconnected, with language both reflecting and shaping cultural norms. Through language, individuals acquire knowledge of cultural practices (Hall, 1976), making language a vital medium for passing down culture from one generation to another. Understanding the relationship between language and culture is essential for comprehending the dynamic nature of culture and the influence of language in shaping it (Hall, 1976).

2.1.2. The Evolving Concept of Culture

The concept of culture has evolved over time, recognizing its dynamic and complex nature. Culture is not a fixed set of practices, but a constantly evolving process shaped by interactions between individuals and groups (Geertz, 1973). Different models like the Culture Model as an Onion, Pyramid Model of Culture, and Iceberg Model of Culture provide varying perspectives on the complexity of culture (Hofstede, 2005; Hall, 1976).

Geertz (1973) defines culture as a shared system of meaning constructed through interpretation and assigning value to practices and symbols. Culture provides a rich context for understanding social events and behaviors. Hall's (1976) iceberg model illustrates the visible and invisible aspects of culture, emphasizing the need for immersion to comprehend a culture fully (Hall, 1976; Brislin, 1993).

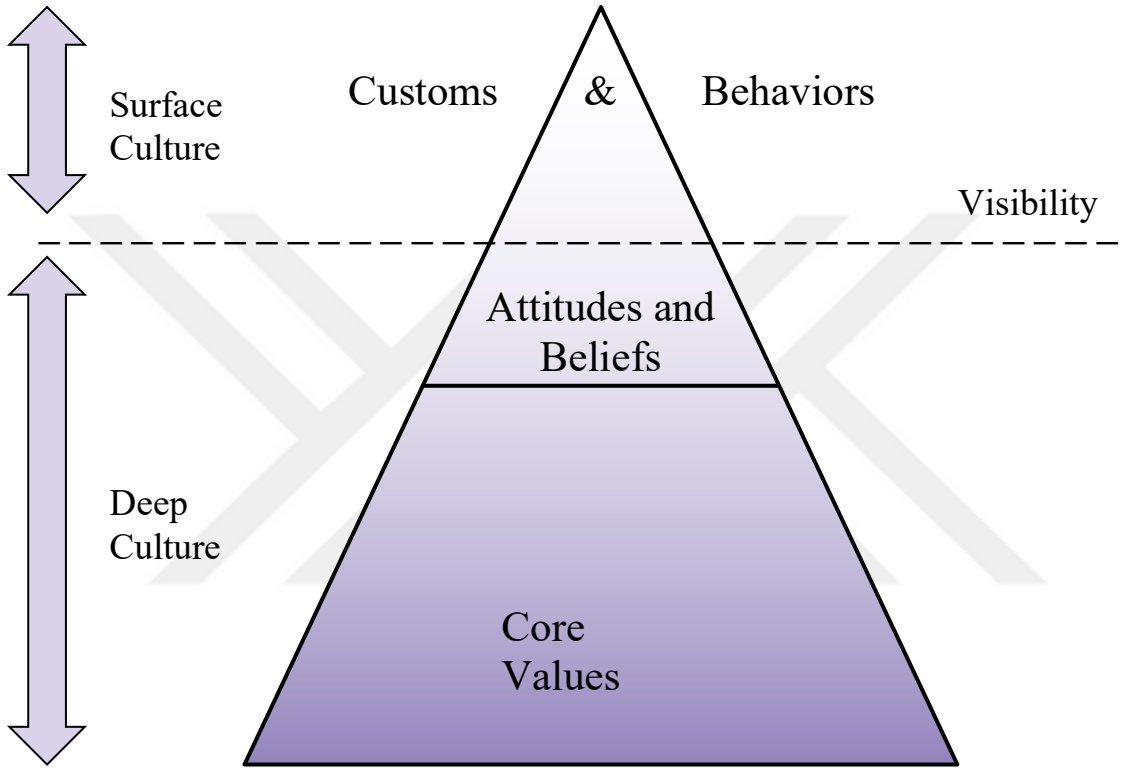


Figure 1. Iceberg model of culture. Adapted from Beyond Culture by Edward T. Hall (1976, p. 9).

Culture is constantly changing and flexible, which affects the relationship between culture and language. Language not only reflects cultural norms and values but also actively shapes them (Hall, 1990). According to Hofstede's (1991) pyramid model of culture, culture consists of personality, culture, and human nature, all of which influence how people behave (Hofstede, 1991).

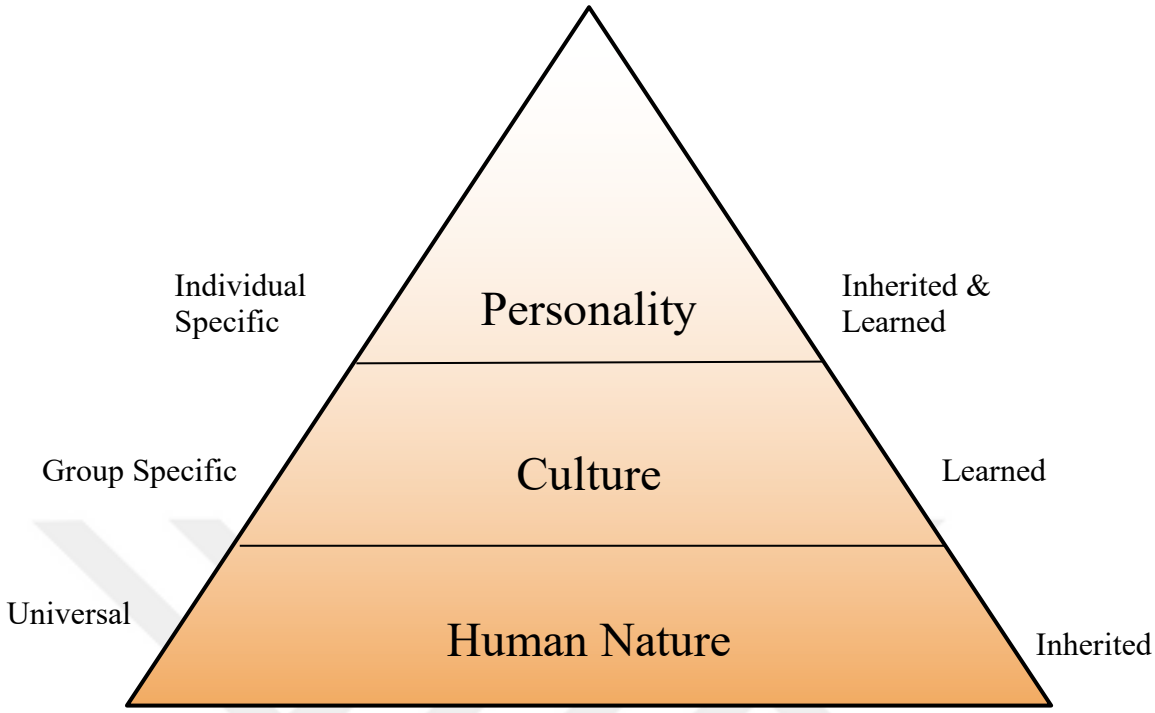


Figure 2. Pyramid model of culture. Adapted from Culture's Consequences: International Differences in Work-Related Values by Geert Hofstede (1991, p. 2).

In Hofstede's pyramid model of culture, the concept of human nature constitutes the third component, representing the universal aspects of mental software shared by all individuals. This component encompasses the psychological and physiological functions that are vital for human survival and development, including the capacity to experience emotions and the inherent need for social interaction. Hofstede posits that culture influences the utilization of these inherited traits, emphasizing its crucial role in shaping an individual's behavior and actions. Thus, developing an understanding of culture and its impact on individuals is paramount for navigating cross-cultural interactions effectively (Hofstede, 1991).

Hofstede defines culture as mental software and categorizes it into four groups, which he explains using the onion analogy. This onion model is presented in Figure 3.

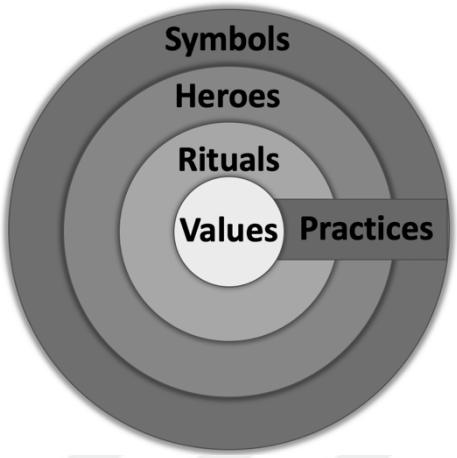


Figure 3. Culture as an onion. Adapted from Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations by Geert Hofstede (2005, p. 10).

According to Hofstede (2005), culture can be defined as the collective programming of the mind that distinguishes individuals belonging to different groups. He compares culture to computer software, which determines how a group or society operates (p. 6). Hofstede categorizes culture into four levels: symbols, heroes, rituals, and values, using the analogy of an onion with layers (Hofstede, 2005). The outer layer represents visible expressions like language and clothing, while the inner layers represent deeper aspects like heroes, rituals, and values (Hofstede, 2005).

Hofstede's onion model explains the complexity of culture and its dynamic nature (Hofstede, 2005). It helps individuals working in diverse environments to understand different cultural layers and their interactions. For example, managers can use this model to grasp the cultural values influencing their team members' behavior.

In summary, culture is complex and multifaceted, with recent definitions emphasizing its fluid and evolving nature (Hannerz, 1992). Social constructivism views culture as a product of ongoing social interactions and negotiations (Berger & Luckmann, 1966). Culture is not confined to geography or fixed beliefs but is shaped through dynamic processes of meaning-making in intercultural interactions (Vygotsky, 1978). Cultural knowledge and practices are socially constructed and subjective, influenced by historical

and socio-cultural contexts (Bruner, 1990). Understanding culture in this study requires recognizing its fluidity and complexity in intercultural encounters.

2.2. IS and Multicultural Attitudes in Language Education

2.2.1. Interculturality and Intercultural Communication

Intercultural communication is exchanging opinions with individuals from different cultures. It has become increasingly important in a world that is rapidly shrinking due to globalization and cultural diversity created by migration. As indicated by Holliday (2009), one of the main debates in this field is whether intercultural communication is an innate ability or a skill that should be developed through education. The rise of technology has allowed for people of different cultural origins to communicate and travel easily, making intercultural communication skills not just a benefit but a necessity for people (Davis & Cho, 2005).

Communication is a mutual interaction process that enables the sharing of feelings, thoughts, and desires between individuals, groups, and societies through various means such as words, writing, gestures, and mimics (Liaw, 2019). According to Yang (2018), communication is the process of exchanging meanings and messages that play a role in social interaction as people come together. Intercultural communication is vital since it is crucial for people to harmonize the communication manners with the values of different cultural environments in order to express themselves correctly and effectively (Ilie, 2019).

2.2.2. Intercultural Sensitivity

IS means having positive thoughts and emotions towards people from different cultures (Bennett, 1998). It is different from ethnocentrism, which is when we only focus on our own culture. IS involves understanding and respecting the needs of people from different cultures. It requires good communication skills and being aware of cultural differences (Graf, 2004). There are six characteristics of IS: self-concept, self-monitoring, non-judgment, open-mindedness, empathy, and interaction involvement (Chen & Starosta,

1996). These characteristics help individuals have positive interactions with people from different cultures.

IS is important for effective communication and building understanding. However, there is no one-size-fits-all approach to reduce ethnocentrism. Education systems are trying different strategies to address ethnocentrism (Hannerz, 2010). Interaction involvement, which means actively participating in social situations, is crucial for effective interpersonal communication. Developing intercultural communication skills and being open to different cultures can help individuals adapt to diverse environments and solve problems (Meeusen et al., 2013).

Table 1

Terms associated with IS

Term	Definition
Self-concept	How individuals perceive themselves as a person, determining their behavior and place in communication processes. Self-concept has an impact on how individuals perceive and evaluate themselves, leading to behavioral differences between those with high self-esteem and those with low self-esteem.
Self-monitoring	The ability of individuals to adjust themselves to different situations and display different selves.
Non-judgment	The absence of prejudices that prevent communication in interactions.
Open-mindedness	The readiness to be oneself and be open to others. Open-minded individuals understand that there are different ways to state opinions.
Empathy	The ability to understand the feelings of others by observing their intonation, facial expressions, gestures, and nonverbal cues.
Interaction involvement	The level of participation in a social setting, including mindful of one's own thoughts and emotions as well as being attentive to the communication signals of others.

Adapted from A review of the concept of IS by Gwo-Ming Chen (1997, p. 192).

Self-concept is how we see ourselves and how it affects our behavior (Brown, 2019). People with high self-esteem are more confident, while those with low self-esteem

may be more shy. Self-monitoring means adjusting our behavior to fit different situations and cultures. Non-judgment means not having stereotypes or prejudices that can get in the way of understanding others. Open-mindedness is being willing to listen to others and accept different ideas. Empathy is understanding other people's feelings by paying attention to what they say and how they act. Interaction involvement is being engaged in social situations and paying attention to others' messages (Chen, 1997).

Development of Intercultural Sensitivity

According to Bennett (1986), this concept unfolds in two distinct phases: the ethnocentric period and the ethnorelative period. During the ethnocentric period, individuals progress through three stages: denial, defense, and minimization. In the first stage, denial, individuals tend to distance themselves from other cultures and may not fully understand or appreciate cultural differences. In the second stage, defense, individuals become more aware of cultural differences but hold on to negative stereotypes and resist changing their worldviews. In the final stage, minimization, individuals acknowledge cultural differences but only superficially.

In the ethnorelative period of Bennett’s (1986) Model, individuals progress through three stages. During the initial phase, known as acceptance, individuals begin to embrace cultural relativism and display a genuine curiosity in exploring the nuances of diverse cultures. In the subsequent phase, referred to as adaptation, individuals expand their cognitive and behavioral repertoire beyond their own cultural framework as they engage in frequent interactions with other cultures. In the final stage, integration, individuals are able to interpret cultural elements. The development from ethnocentric to ethnorelative stages is seen as essential for the development of cultural harmony.

Bennett's model emphasizes the transformative journey from a state of limited intercultural awareness to a more profound appreciation and comprehension of cultural differences.

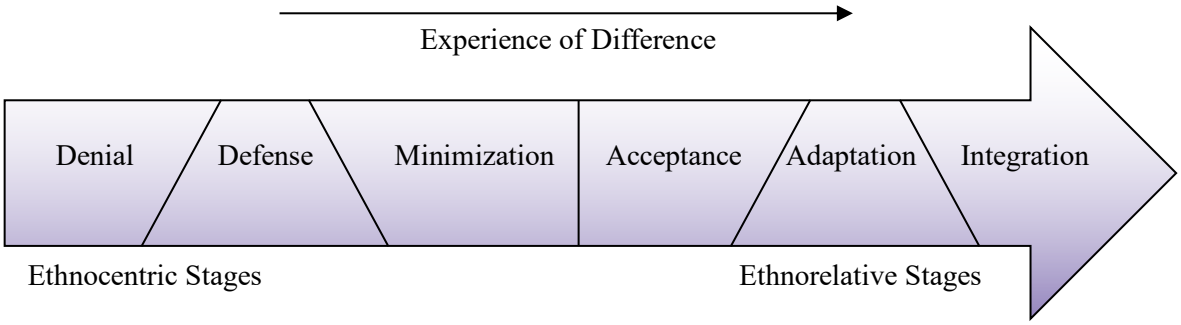


Figure 4. Developmental Model of IS. Adapted from Managing the introduction of information technology: A stage model approach by Bennett (1986, p. 123).

2.2.3. Intercultural Adroitness

This dimension of intercultural competence entails the adeptness in effectively demonstrating appropriate behaviors in cross-cultural interactions to achieve desired communication goals. Chen and Starosta (1996) further support this notion, emphasizing that individuals with intercultural adroitness possess the skills necessary to navigate intercultural communication effectively.In order to demonstrate intercultural adroitness, individuals must possess various communication skills, including the ability to use verbal and nonverbal behaviors effectively, choose and understand messages, display behavioral flexibility, and communicate directly (Barker, 2016).

Intercultural adroitness or competence is an essential factor in achieving effective intercultural communication (Gudykunst, 2017). It entails the ability to adapt and navigate various cultural contexts, while displaying appropriate communication behaviors (Kim & Kim, 2010). To achieve intercultural adroitness, individuals need to have not only knowledge of communication behaviors but also the ability to apply that knowledge in various intercultural contexts (Gudykunst, 2017). This includes the capacity to comprehend and appreciate diverse cultural norms, values, and expectations, as well as employ suitable communication styles and strategies that are effective within that specific context (Chen & Starosta, 2003). Moreover, individuals who possess intercultural adroitness have the capability to acknowledge and handle their own emotions, biases, and attitudes, which are pivotal factors in achieving successful intercultural communication (Gudykunst, 2017).

Intercultural adroitness is undoubtedly a fluid ability that necessitates continuous learning and growth. As Chen and Starosta (1998) posit, intercultural competence is an ongoing journey of personal development and education that empowers individuals to engage in effective and suitable communication within intercultural interactions. This process entails self-reflection, a receptive mindset, and a readiness to glean insights from diverse cultural encounters. As individuals gain new experiences and encounter different cultural situations, they can continue to develop their intercultural adroitness, becoming more effective communicators across cultural boundaries.

Intercultural adroitness encompasses the capacity to effectively demonstrate behaviors, employ suitable communication strategies, and adapt to diverse cultural norms and expectations (Chen & Starosta, 1997, p. 157). It entails not only possessing knowledge of communication behaviors but also being adept at applying that knowledge in various intercultural contexts. Furthermore, intercultural adroitness is an evolving skill that evolves over time through self-reflection and learning from experiences with different cultures (ibid).

2.2.4. Multiculturalism

The concept of multiculturalism originated in the USA, which abandoned its melting pot policy in the 1970s and has become a focus of political and scientific discussions in western societies since the 1980s (May and Sleeter, 2010). It encompasses all aspects of cultural diversity, including races, languages, and religions, and seeks to prevent conflicts by promoting coexistence in society.

The ideal of multiculturalism aims the coexistence of all cultures, races, languages, and religions in society and to ensure equal rights for individuals to live together peacefully. The concept originated in the USA in the 1970s and has been a focus of discussions in Western societies since the 1980s (May & Sleeter, 2010). As a result of globalization and internationalization of social relations, multiculturalism has become a necessity. It allows individuals to learn about different cultures while maintaining their own cultural identity and understanding (Kalantzis & Cope, 2020). It helps individuals understand how different cultures, perspectives, and values can affect others and can benefit individuals by resolving cultural interaction problems (Parkhouse et al., 2019;

Banks, 2019). Multicultural policies play an important role in creating a social structure where diverse cultural elements can thrive (Rahal, 2021).

Multiculturalism is a phenomenon in democratic societies where cultural differences are transformed into a matter of social justice, allowing individuals to recognize and pass on their cultural differences to future generations (Carlisle et al., 2006). It is seen as a necessity in today's internationalized society, where globalization has led to the internationalization of social relations (Kalantzis & Cope, 2020). Multiculturalism aims to prevent conflicts and ensure that individuals with different cultural identities and backgrounds can coexist peacefully with equal rights (Zhao, 2008). Multiculturalism provides benefits by promoting understanding and solving problems through interactions with individuals from different cultures, perspectives, and values (Banks, 2019). Insufficient multicultural education can lead to conflicts in cultural interactions and even violence (Parkhouse et al., 2019). For multiculturalism to thrive, individuals should actively seek knowledge about diverse cultures, foster a sense of belonging, and uphold their own cultural identity and understanding without compromising them (Kalantzis & Cope, 2020).

2.2.5. Intercultural Approach in Education

Educators should strive to foster cultural awareness and understanding in their students through intercultural education (Byram, 2018). This approach recognizes, respects, and values diversity in all aspects of life (Carignan et al., 2005). Intercultural education goes beyond simply teaching about different cultures, languages, and ethnicities; it also acknowledges and includes differences such as gender, socio-economic status, and political situations (Leeman & Ledoux, 2005). It should not be limited to isolated lessons or projects, but rather be integrated into the broader educational experience.

Although frameworks have been developed in the literature on communicative competence, education is a dynamic phenomenon and concepts evolve and change. Tekin (2015) mentioned that Byram's (1997) framework was criticized and stated that the components were not convincing and even contradictory. Dervin (2010) drew attention to the limitations of Byram's model and stated that it remained only at the national level. The models developed over time were revised and the liquid and diglossic natures of the culture

were added. Thereupon, further developments have been pointed out, considering that culture has a structure that includes multifaceted and conflicting ideas (Baker, 2012). The revised new model was defined by Baker (2012) as the Intercultural Awareness Model (ICA) and the fluid, dynamic and social constructivist dimensions of culture were taken into account and a postmodern approach to cultural pedagogy in English language teaching (ELT) was developed.

Intercultural Approach in English Language Teaching

When we learn a foreign language, it is important to also learn about the culture associated with that language (Chlopek, 2008). Language and culture are connected, and understanding culture helps us communicate better. Learning about different cultures helps us understand and appreciate people from diverse backgrounds (Risager, 2005). Having cultural knowledge is necessary for understanding a language completely (Byram & Wagner, 2018). Without cultural understanding, we may have trouble understanding others (Piccardo & North, 2019). Culture is important in language learning, especially because English is used worldwide for many purposes (Porto, 2019).

Learning a language involves more than just knowing the words. It also requires understanding how language is used in different social situations and having knowledge of different cultures (Chlopek, 2008). Teachers who teach foreign languages should be trained to use an intercultural approach (Yemini et al., 2019). They should have experience in other cultures and be able to compare them to their own (Yemini et al., 2019). Teacher education should focus on developing teachers' understanding of different cultures and providing them with opportunities to experience foreign cultures (Giroux & McLaren, 2018).

2.3. Some Intercultural Models in Education

The intercultural models in education are an important aspect of preparing students for the diverse cultural experiences they may encounter. In this section, relevant literature regarding intercultural approaches in education will be covered, including Intercultural Communicative Competence (ICC), Proteophilic Competence (PC), Proteophilic Communicative Competence (PCC), and Intercultural Awareness (ICA).

2.3.1. Intercultural Communicative Competence (ICC)

It is composed of several different components that all work together to enable successful intercultural communication. These components encompass familiarity with one's own culture, understanding of diverse cultures, a receptive attitude towards intercultural interactions, and adaptability in employing communication strategies across various contexts (Gudykunst & Kim, 2003). For example, an individual with ICC would be able to recognize when an adjustment in language or communication style is necessary in order to ensure understanding and avoid misunderstandings.

The cultivation of ICC is highly valued by professionals as it is regarded as a means to enhance comprehension and minimize miscommunication in intercultural settings (Kramsch, 2003). Research has shown that ICC can be developed through a combination of education, experience, and training (Gudykunst & Kim, 2003). Educational activities such as courses in intercultural communication, as well as more informal activities such as cultural exchange programs, can be effective in helping individuals to develop their ICC (Kramsch, 2003). Experiences such as living and working in different countries, or participating in activities such as international conferences, can also help to develop ICC (Gudykunst & Kim, 2003). In addition, it is important for individuals to have an opportunity to practice their ICC in real-world contexts in order to further develop their skills (Gudykunst & Kim, 2003).

ICC pertains to an individual's capacity to effectively exchange information with individuals hailing from diverse cultural backgrounds. As proficiency in this domain enhances, the likelihood of misunderstandings diminishes (Kartarı, 2014). To attain the desired level of intercultural communication and achieve desired objectives, individuals must possess a range of skills, including the ability to influence others, demonstrate culturally appropriate behaviors, and accomplish goals within culturally diverse environments (Chen & Starosta, 1996).

Byram (1997) developed a model that focuses on knowledge, skills and attitudes so that intercultural communication can be used practically in language classes. This model is shown in Figure 5.

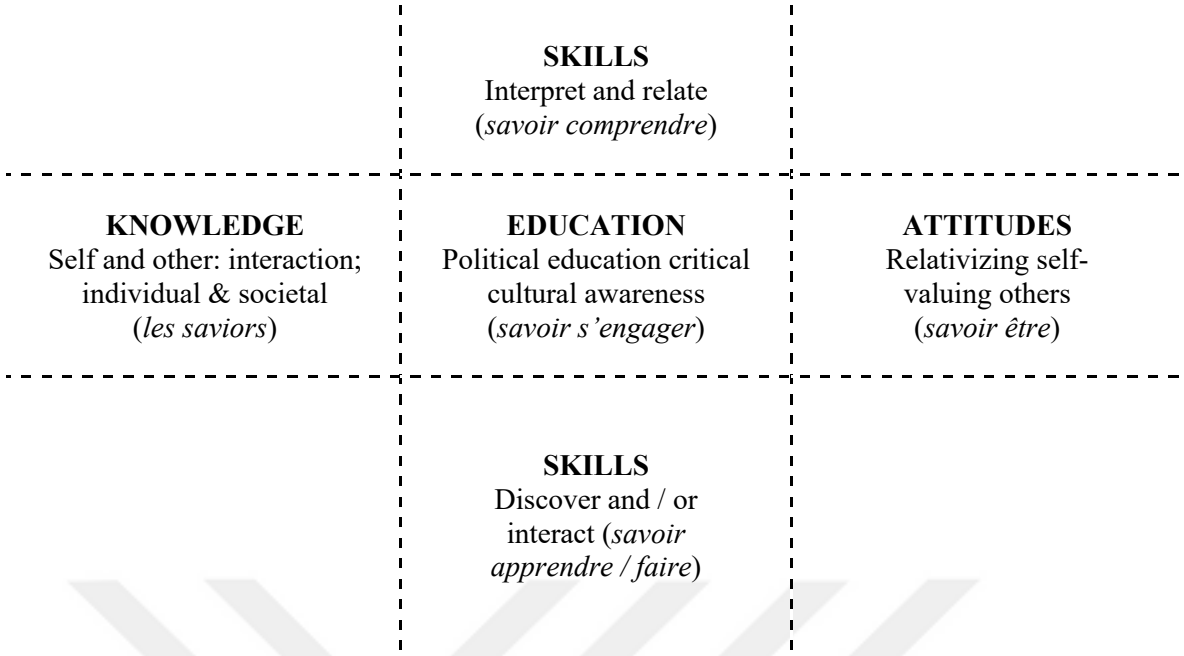


Figure 5. Elements of the Intercultural Communication Model (Byram, 1997, p. 136).

Proteophilic Competence (PC) is an innovative concept in language education that equips learners with skills for intercultural communication in a rapidly changing world (Dirba, 2007). PC differs from traditional approaches, as it recognizes that culture and identity are continuously evolving and socially constructed (Dervin, 2006). This approach allows learners to be more adaptable and better recognize and respond to manipulation attempts (Dirba, 2007). PC comprises several elements, such as awareness of the fluidity of culture, the ability to recognize and respond to manipulation attempts, and the avoidance of ethnocentric and xenophobic remarks (Dirba, 2007). PC requires proper training and development, including experiential learning opportunities that promote critical reflection (Gardner & Miller, 2009). Educators should also incorporate activities that encourage learners to consider different perspectives and engage in meaningful dialogue about intercultural issues (Kim, 2015), enabling them to develop the skills necessary to navigate intercultural communication effectively and to foster PC.

Dirba (2007) suggests a concept called Proteophilic Communicative Competence (PCC) that helps us adapt to new situations. PCC says that good communication is important in an ever-changing world. PCC tells us to think about ourselves and how we communicate. By understanding ourselves better, we can improve our communication

skills and be ready for new experiences. So, PCC teaches us to be open to new things, think about ourselves, and be good at communicating to handle unfamiliar situations.

2.3.2. Intercultural Awareness (ICA)

Intercultural awareness means understanding and respecting different cultures (Fantini, 2009). It has two parts: knowing yourself and knowing about other cultures (Chen & Starosta, 2000). When you're self-aware, you can explain yourself well when talking to people from different cultures. Cultural awareness means understanding how people from different cultures interpret behaviors differently (Fantini, 2009). The Intercultural Awareness (ICA) model, introduced by Baker (2012), focuses on understanding cultural differences and adapting to new cultural situations for effective communication. It recognizes that culture and language are fluid and dynamic, and it is not necessary to know everything about every culture. The model includes twelve components that help us communicate across cultures, such as recognizing different perspectives and understanding that culture is made up of shared behaviors and beliefs (Baker, 2012). The ICA model aligns with the Perception of Culture paradigm, which emphasizes cultural perceptions and the ever-changing nature of culture (Tekin, 2015).

CHAPTER III
METHODOLOGY

3.1. Introduction

The research used both qualitative and quantitative methods (Figure 6). This chapter will provide detailed information about how the study was done, including the research design, where it took place, who participated, the tools used to collect data, how the data was collected, how it was analyzed, and how the researcher made sure the study was accurate and reliable.

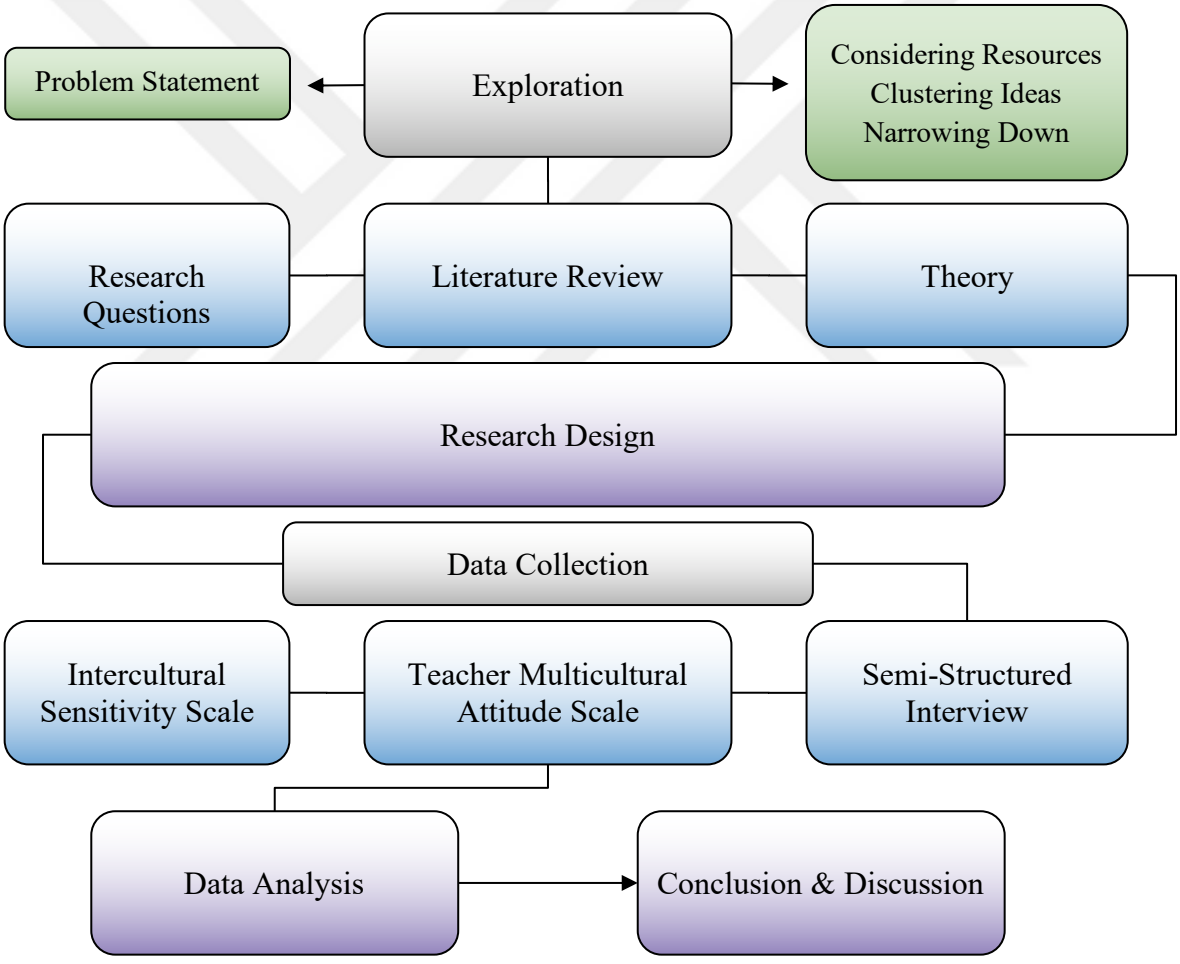


Figure 6. Flowchart of the Research Methodology

This thesis study had four main stages (Figure 6). First, the researcher collected information from different sources and organized the ideas. Then, research questions were

developed based on the collected information. The researcher conducted a literature review to gather more knowledge on the topic and establish a theoretical framework. Online questionnaires were distributed to participants, and their responses were analyzed using the SPSS application. Additionally, semi-structured interviews were conducted, and the answers were also analyzed. Based on the data collected, the researcher presented the findings and discussed them in relation to the research questions.

3.2. Research Design

In this research, mixed-methods were used to investigate the IS among English language teachers in Turkey (Creswell, 2017). The research design employed an explanatory sequential mixed method design, which includes the collection of both quantitative and qualitative data (Creswell, 2017). The quantitative aspect of the study utilized a descriptive research method to collect data from a significant number of participants (Litosseliti, 2018). The qualitative dimension of the study employed the interview technique to reveal people's perspectives, experiences, feelings, and perceptions (Litosseliti, 2018; Heller et al., 2017). The mixed-methods research design facilitated the collection, analysis, and integration of both quantitative and qualitative data. Triangulation, a mixed research design, was also utilized to diversify, compare, and integrate the data obtained (Fielding, 2012; Zohrabi, 2013).

3.3. Setting and Participants

The study included a sample of 200 English language teachers, 100 of whom were in-service teachers and 100 of whom were pre-service teachers. Participants were selected from all regions of Turkey using a purposive sampling method. In addition to the participant selection process, the tools used in this study were administered online. This method was chosen for its convenience and accessibility, as it allowed participants from all regions of Turkey to participate in the study without the need for in-person meetings.

Table 2

Demographics of participants

Demographics	Value	Number	(%)
Gender	Male	98	49
	Female	100	50
	Unspecified	2	1
Age	18-25	118	59
	26-35	69	34.5
	36-55	9	4.5
	56-65	4	2
Teaching Experience	None	90	45
	1-4 years	58	29
	5-9 years	36	18
	10-14 years	10	5
	15+ years	6	3
Employment Status	Public School	57	28.5
	Private Institution	40	20
	Other	103	51.5
Current Teaching Status	Pre-service (still studying)	100	50
	In-service (graduated, actively working)	100	50
Having Been Abroad	Never	63	31.5
	Only once	42	21
	2-5 times	73	36.5
	6+ times	22	11
Frequency of Interaction with Different Cultures	Never	12	6
	Rarely	77	38.5
	Often	73	36.6
	Always	38	19

The sample involved in the study included both males and females, with an equal number of each. Most of the participants were young, between 18 and 25 years old. Some participants had no teaching experience, while others had different levels of experience ranging from 1 to 15 years or more. The participants had different employment statuses, working in different types of schools and institutions. They included both students studying to become teachers and teachers who were already working. The participants also had varying levels of international experience, from never having been abroad to multiple trips abroad. The frequency of interaction with different cultures varied among the participants. Considering these differences in the sample is important for understanding the results about IS and attitudes towards different cultures.

3.4. Data Collection Instruments

In this study, data were collected from 200 participants, including teacher candidates and in-service teachers. They completed an online survey with questions about themselves and their attitudes towards different cultures. 10 participants also took part in interviews to share more about their experiences. The data was analyzed using statistical methods, and the findings were compared to previous studies to answer the research questions.

3.4.1 Intercultural Sensitivity Scale

In this study, the researcher used the ISS to measure how well the participants understand and appreciate different cultures. The ISS was developed by Chen and Starosta (2000) in a study they conducted with university students. The scale has been found to be reliable and consistent in measuring IS. In this study, the ISS was given to the participants online, and it consisted of 24 questions. The questionnaire has a range of scores from 24 to 120, with higher scores indicating a higher level of IS. The Cronbach's a value was .91. Some items were reverse-coded, which means that the answers were given in the opposite way compared to the original study (2, 4, 7, 9, 12, 15, 18, 20, 22).

3.4.2 Teacher Multicultural Attitude Survey

In this study, the researcher used a questionnaire called the Teacher Multicultural Attitude Survey (TMAS) to understand how teachers feel about multicultural education. The TMAS was created by Ponterotito (1998) specifically for teachers. It consists of 20 statements, where participants were asked to show their level of agreement on a scale from 1 to 5. The scale measures both positive and negative attitudes towards multicultural education. The questionnaire has been found to be reliable in previous studies, (Cronbach's a = .79) and in this study, it showed strong reliability as well. Some items were reverse coded (3, 6, 12, 15, 19, 20).

3.4.3 Semi-Structured Interview

In this study, the researcher wanted to understand more about how teachers think about culture, so they asked them questions in interviews. The researcher created the interview questions by examining at information from books and experts, as well as talking to some teachers beforehand. They interviewed a total of 10 teachers, including both teacher candidates and in-service teachers. Each interview lasted about 10 minutes, and the questions covered different topics like how to include different cultures in the classroom, why they chose to teach in a multicultural setting, how students feel about different cultures, and what topics they like to talk about with students from different cultures. The researcher also asked about policies and the overall classroom atmosphere.

3.5. Data Collection Procedures

To collect information for this study, two data colletion techniques were used. First, online surveys were given to 100 teachers already working and 100 people studying to become teachers. These surveys asked questions about how they feel about different cultures and multicultural education. Second, interviews were conducted online with a smaller group of 5 working teachers and 5 teacher candidates. These interviews included more detailed questions to better understand their thoughts on culture and multicultural education. Before starting the study, permission was obtained from the ethics committee of Çanakkale Onsekiz Mart University, and all participants were given information about

their rights and agreed to take part. The study was voluntary, and the participants' identities were kept private.

3.6. Data Analysis

The collected data was analyzed in two different ways: quantitative and qualitative. For the quantitative analysis, statistical methods were used to examine the responses from the surveys. This helped to understand the teachers' IS and multicultural attitudes. In the qualitative analysis, the data from the interviews was carefully studied to identify important themes and patterns. The researcher also examined the reliability and validity of the survey and interview questions to ensure they were accurate. The next sections will provide more details about how the data was analyzed and what was found. Finally, the chapter will summarize the different analysis methods used in the study.

3.6.1. Quantitative Phase

In this part of the analysis, the researcher used a computer program called SPSS to examine the quantitative data collected from the Intercultural Sensitivity Scale (ISS) and the Teacher Multicultural Attitude (TMAS) Scale. They calculated the average, standard deviation, and frequency of the scores to answer specific research questions (RQ1, RQ2, RQ4). Some of the statements in the scales were reversed to make sure the scores were interpreted correctly.

To check if the scores were normally distributed, the researcher examined the skewness coefficient values, which were within an acceptable range. They also performed a test to see if the variances were similar between different groups. The results showed that there were no significant differences in variance.

To answer another research question (RQ3), the researcher used a test called Independent Samples *t*-test to compare the average scores of the ISS between prospective and in-service teachers. For the fifth research question (RQ5), they used a statistical measure called the Pearson correlation coefficient to see if there was a correlation between the attitudes towards cultures and the intercultural sensitivities of the teacher candidates and in-service language teachers.

Analysis of Teachers' Intercultural Sensitivity

To measure how well teachers understand and appreciate different cultures, a scale called the ISS was used. It helps determine if their sensitivity levels are low, moderate, or high. The scale has questions with five answer options. After collecting the answers, the researcher calculated the median score for the participants. Scores below the median were considered low, scores equal to the median were considered average, and scores above the median were considered high. This helped categorize the participants based on their IS levels.

Analysis of Teachers' Multicultural Attitudes

To understand how teachers feel about different cultures, a scale called the TMAS scale was used. It helps measure their multicultural attitudes. The researcher analyzed the scores by calculating the averages, standart deviations, and standart error for the group. The researcher also checked for any differences in attitudes based on factors like gender, age, teaching experience, and cultural background. They used a statistical method called Pearson's correlation coefficient to see if there was a connection between multicultural attitudes and IS.

3.6.2. Qualitative Phase

Semi-Structured Interview

In this study, interviews were conducted with both in-service teachers and teacher candidates to gather information. The responses from these interviews were analyzed using a technique called content analysis (Smith, 2023). The researcher used software called MAXQDA to organize and categorize the data effectively. This software helped identify common themes and patterns in the responses. By analyzing the data, the researcher gained insights into the level of IS and attitudes of English language teachers in a multicultural classroom. The use of MAXQDA made the analysis process easier and improved the reliability of the findings. The interview data were transcribed, and the examples of how

the data was coded can be found in Table 3, which shows how different aspects were identified and examined in the responses.

Table 3

Interview data code samples

Code Samples	Raw Data Examples
Responsibilities, Possible Disadvantages, Hardships	Being a teacher comes with great responsibility. Although it sounds good to be a teacher or to live in an environment where various cultures come together as an idea, the real world is always full of problems and in such an environment the cons can outweigh the pros. (P4)
Focus, Participation, Positive Feedback	I feel a lack of content that covers the culture of the students in my class, and for this reason, I bring the music, food and traditions that students listen to in the classroom environment, so that they focus better and participate in the lesson. (I5)
Minorities, Democracy, Comparing Cultures, Learning with Culture, Values	Students compare their own culture with different cultures with interest and learn new information. I think it is very important at this age for them to see that the world is not just about their own values, I am sure that if such an education can be done properly across the nation, it will have very positive effects on the country. (P3)

During the coding process, the raw data texts were carefully examined, the relevant literature was taken into account, and the necessary concepts were determined. To ensure inter-rater reliability, the coding process was independently performed by two trained researchers, and any discrepancies were resolved through discussion and consensus. Finally, these concepts were organized accordingly for each interviewee. In Table 3, the codes obtained from the data texts and the examples of themes that bring the codes together are presented.

Table 4

Emerging themes regarding interview data code samples

Theme Samples	Code Samples
Practicality	Ease of Communication, Convenience, Presentations, Internet
Techniques and Methods	Lesson Plans, Beyond Teaching About the Language, Multidisciplinary Field, Obsolete Methods and Techniques, Knowledge Is Power, Critical Reading, Discussion, Problem-Solving, Cognitive Thinking
Teacher Education	Teacher Training, Critical Thinking, Critical Multicultural Education, Problem-Solving, Analytical Thinking

In Table 4, the codes obtained from the data texts for the purpose of the research were separated into categories according to their common characteristics and the emerging themes were demonstrated. Gibbs (2007) defined this process, in which the collected data are categorized through themes, as thematic coding.

3.6.3. Validity and Reliability

Intercultural Sensitivity Scale

The researcher examined the validity and reliability of the Intercultural Sensitivity Scale (ISS). Through exploratory factor analysis (EFA), it was determined that the scale was suitable for analysis, indicated by a high Kaiser-Meyer-Olkin (KMO) value of .84 and a significant Bartlett's test of sphericity ($p<.01$). The EFA revealed that five factors accounted for 56.62% of the variance, with factor loadings ranging from .47 to .77. This analysis confirmed the validity of the scale as a measure of IS. The reliability of the scale was assessed using Cronbach's Alpha coefficient, which yielded a value of .91, indicating strong internal consistency and reliability (Creswell, 2017).

Teachers Multicultural Attitude Survey

The Teachers Multicultural Attitude Survey (TMAS) was examined to assess its validity and reliability. The Kaiser-Meyer-Olkin (KMO) coefficient was .73, indicating the suitability of the data for factor analysis. The Bartlett's test of sphericity was significant ($p<.01$), supporting the factorability of the data. Exploratory factor analysis (EFA) was conducted using the R statistical software package. The EFA explained 48.91% of the variance, and factor loadings ranged from .47 to .72, indicating the relationship between the items and the underlying factors. Pearson correlation coefficients revealed moderate and low-level significant relationships. The Cronbach's alpha coefficient was .79, indicating high reliability.

The EFA yielded three factors: (1) openness to diversity, (2) respect for cultural differences, and (3) willingness to learn about other cultures. These factors were consistent with the theoretical framework of the TMAS, which posits that multicultural attitudes are composed of three dimensions: openness, respect, and willingness to learn. The analysis suggested that the TMAS is a valid and reliable measure of multicultural attitudes among teachers. The scale can be used to assess teachers' attitudes towards diversity and to identify areas for professional development.

However, subsequent studies have found that the TMAS can also be interpreted as having a one-factor structure. For example, a study by Yazıcı, Başol, and Toprak (2009) found that the TMAS had a one-factor structure in a sample of Turkish teachers.

CHAPTER IV
FINDINGS

4.1. Impact of Demographics on IS and Attitudes of English Language Teachers (RQ6)

The study included 200 participants, all of whom are born and bred Turkish citizens, with an equal distribution of males (49%) and females (50%). Most participants were between 18-25 years old (59%) and had no prior teaching experience (45%). The participants had diverse employment status, with 28.5% working at public schools, 20% at private institutions, and 51.5% in other fields. Half of the participants were teacher candidates (50%) and the other half were in-service teachers (50%). Around one-third of the participants had never been abroad (31.5%), while 36.5% had been abroad 2-5 times. The frequency of interaction with different cultures varied, with 38.5% reporting infrequent interaction and 36.6% reporting frequent interaction. The detailed information can be found in Table 5.

Table 5

Demographics of participants

Demographics	Value	Number	(%)
Gender	Male	98	49
	Female	100	50
	Unspecified	2	1
Age	18-25	118	59
	26-35	69	34.5
	36-55	9	4.5
	56-65	4	2
	66+	0	0
Teaching Experience	None	90	45
	1-4 years	58	29
	5-9 years	36	18
	10-14 years	10	5
	15+ years	6	3
Employment Status	Public School	57	28.5
	Private Institution	40	20
	Other	103	51.5
Current Teaching Status	Pre-service (still studying)	100	50
	In-service (graduated, actively working)	100	50
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	Often	73	36.6
	Always	38	19

The subsequent section presents the participants' demographic information using a series of tables. These tables encompass the participants' gender, age, teaching experience, employment status, current teaching status, experience of residing abroad, and frequency of engagement with individuals from diverse cultures. These details offer a holistic comprehension of the participants' backgrounds and experiences, which are crucial for comprehending the study's outcomes.

Table 6

Gender distribution of participants

		IS					
Factors	**Gender**	**N**	**M**	**σ**	**df**	**t**	**p**
Interaction Engagement	F	100	4.19	.51	198.00	-1.25	.21
	M	100	4.28	.51			
Respect for Cultural Differences	F	100	4.41	.59	198.00	-.08	.94
	M	100	4.42	.63			
Interaction Confidence	F	100	4.12	.81	198.00	-.49	.63
	M	100	4.17	.76			
Interaction Enjoyment	F	100	4.41	.87	198.00	.29	.78
	M	100	4.37	.94			
Interaction Attentiveness	F	100	4.18	.76	198.00	-.69	.49
	M	100	4.25	.81			

		TMAS					
	Gender	**N**	**M**	**σ**	**df**	**t**	**p**
Teacher Multicultural Attitude Survey	F	100	4.17	.43	198	-.07	.94
	M	100	4.17	.51			

The results of the *t*-test show that there is no significant difference between gender and IS levels of English language teachers. This means that being male or female does not affect how teachers engage, respect, have confidence, enjoy, or pay attention to interactions with people from different cultures ($p > .05$). However, there are slight differences in how male and female teachers perceive specific aspects. Male teachers show a more positive attitude and higher confidence in interacting with different cultures, while female teachers enjoy interactions more and have slightly higher respect for cultural differences. Overall, gender does not have a significant impact on IS, but it may influence certain sub-dimensions. Additionally, there is no significant difference in multicultural attitudes based on gender among English language teachers ($t(198) = -.07$, $p > .05$). This means that being male or female does not affect teachers' multicultural attitudes.

Table 7

Age distribution of participants

		IS		TMAS	
Age Interval	**N**	**M**	**σ**	**M**	**σ**
18-25	118	4.26	.60	4.20	.42
26-35	69	4.29	.43	4.14	.52
36-55	9	4.24	.71	3.94	.74
56-65	4	4.71	.08	3.36	.32
66+	0	-	-	-	-

The study examined at how age relates to IS levels. Older participants (56-65 age group) had the highest sensitivity (M = 4.71), while the lowest was in the 36-55 age group (M = 4.24). The 18-25 age group scored 4.26, and the 26-35 age group scored 4.29. This means older people show more IS.

In another analysis, the researcher examined the effect of age on IS scores. They studied 200 participants grouped into five age intervals. The analysis showed a significant effect of age on sensitivity scores ($F(3, 196) = 18.84$, $p < .001$). Subsequent Tukey post-hoc analysis revealed that the 56-65 age group had significantly higher scores than other age groups. These findings suggest that age appears to influence the development of IS..

A frequency test explored the connection between multicultural attitudes and seniority. The results showed the highest attitude level in the "18-25" age group (M = 4.20) and the lowest in the "56-65" age group (M = 3.36). Other age groups scored as follows: "26-35" (M = 4.14) and "36-55" (M = 3.94). This suggests a link between attitudes and seniority, with younger people having more positive attitudes toward multiculturalism.

Another analysis examined the relationship between age and TMAS scores using an ANOVA. The results indicated no significant difference in scores among age groups ($F(4, 195) = .88$, $p = .48$). TMAS scores ranged from 3.36 (SD = .32) in the 56-65 age group to 4.20 (SD = .42) in the 18-25 age group. Age does not appear to have a significant impact on TMAS scores in this study.

Table 8

Teaching experience of participants

		IS		TMAS	
Teaching Experience	**N**	**M**	**σ**	**M**	**σ**
None	90	4.23	.68	4.20	.46
1-4 years	58	4.34	.31	4.19	.50
5-9 years	36	4.28	.47	4.09	.36
10-14 years	10	4.35	.46	4.32	.52
15+ years	6	4.25	.89	-	-

The study examined the connection between teaching experience and IS levels. Teachers with 10-14 years of experience showed the highest sensitivity (M = 4.35), while those with no prior experience had the lowest (M = 4.23). Similar sensitivity levels were seen for teachers with 1-4 years (M = 4.34), 5-9 years (M = 4.28), and 15 or more years (M = 4.25) of experience. This suggests that teaching experience may influence IS levels among English language teachers.

In another analysis, the researcher examined the relationship between teaching experience and IS scores. They studied 200 participants and found no significant association between teaching experience and IS scores ($F(4, 195) = .41$, $p = .80$). The mean IS scores ranged from 4.23 to 4.35 across different teaching experience groups.

A similar analysis was conducted for multicultural attitudes. Teachers with 10-14 years of experience had the highest level of multicultural attitudes (M = 4.32), while those with 5-9 years of experience had the lowest (M = 4.09). Participants with no prior experience (M = 4.20) and 1-4 years of experience (M = 4.19) showed similar attitudes. Teaching experience may influence multicultural attitudes among English language teachers.

An analysis was performed on the TMAS to assess the impact of teaching experience. The results showed no significant difference among teaching experience groups in relation to TMAS scores ($F(4, 195) = .98$, $p = .44$). No further analyses were conducted due to the absence of a significant effect.

Table 9

Employment status of participants

		IS		TMAS	
Employment Status	**N**	**M**	**σ**	**M**	**σ**
Public School	57	4.24	.42	4.09	.54
Private Institution	40	4.41	.42	4.16	.45
Other	103	4.25	.64	4.22	.44

The study examined how different types of jobs affect IS and multicultural attitudes. The results showed that teachers in "Other" jobs had the highest IS (M = 4.25), while those in public schools had the lowest (M = 4.24). Teachers in private institutions showed higher IS (M = 4.41). The findings suggest that teachers in non-traditional settings may have greater IS.

In another analysis, the researcher examined the impact of job type on IS scores. They studied 200 participants, with 57 from public schools, 40 from private institutions, and 103 from other job types. The results showed no significant effect of job type on IS scores ($F(2, 197) = 2.34$, $p = .10$). The mean scores ranged from 4.24 to 4.41 across the different job types.

A frequency test was conducted to explore if the type of institution affected multicultural attitudes. The results showed that the "Other" group, which consists of individuals from specialized educational settings or non-traditional institutions, had the highest multicultural attitude level (M = 4.22), while the "Public School" group had the lowest (M = 4.09). The multicultural attitude level for the "Private Institution" group was (M = 4.16). This suggests that teachers in non-traditional settings may have a higher level of multicultural attitude compared to those in public schools.

An analysis was performed to assess the impact of job type on Teacher Multicultural Attitude (TMAS) scores. The sample included 200 participants, with 57 from public schools, 40 from private institutions, and 103 from other job types. The results indicated no significant differences in TMAS scores among the job type groups ($F(2, 197) = 1.31$, $p = .28$).

Table 10

Current teaching status of participants

	Teaching Status	N	M	σ	df	t	p
Intercultural Sensitivity Levels (IS)	Pre-service	100	4.30	.42	198.00	-.60	.55
	In-service	100	4.25	.65			
Multicultural Awareness Levels (TMAS)	Pre-service	100	4.12	.50	198.00	1.42	.16
	In-service	100	4.22	.45			

In the survey conducted for this study, participants were divided into two groups: "still studying" (pre-service) and "actively working" (in-service) English language teachers. The IS levels of these groups were compared using an Independent Samples *t*-test. The results, as presented in Table 10, revealed that no significant difference in IS was found between the in-service teachers and teacher candidates ($t(198) = -.60$, $p > .05$). It was observed that being in-service or pre-service did not have an effect on the IS of English language teachers, according to the findings.

The analysis of TMAS levels also indicated that no statistically significant difference was found between in-service teachers and teacher candidates. The non-significant p-value of .158 suggested that the current teaching status did not have a significant effect on TMAS scores. It is worth noting that in-service teachers had a slightly higher mean TMAS score of 4.22 compared to teacher candidates, indicating a potentially more positive attitude towards multiculturalism among in-service teachers, this phenomenon might also be influenced by their relative youthfulness, as observed in the study.

Table 11

Participants' experience of living abroad

		IS		TMAS	
Residence Abroad	**N**	**M**	**σ**	**M**	**σ**
None	63	4.26	.57	4.10	.50
Only once	42	4.31	.51	4.23	.38
2-5 times	73	4.28	.57	4.19	.48
6+ times	22	4.26	.51	4.20	.55

The impact of time spent abroad on IS among English language teachers was studied. Results showed that the highest sensitivity was seen in those who had been abroad once, while the lowest was found in those who had never been abroad or had been abroad six or more times. Multiple trips did not necessarily increase sensitivity. The duration of the stay and individual factors should be considered. The effect of living abroad on IS scores was not significant ($F(3, 196) = .10$, $p = .96$). Multicultural attitude was highest in those who had been abroad once and lowest in those who had never been abroad. Spending time abroad may positively affect multicultural attitude. The impact on TMAS scores was also not significant ($F(3, 196) = .81$, $p = .49$).

Table 12

Frequency of interacting with people from different cultures among participants

		IS		TMAS	
Frequency	**N**	**M**	**σ**	**M**	**σ**
Never	12	4.21	.29	4.08	.36
Rarely	77	4.26	.50	4.18	.42
Often	73	4.25	.64	4.13	.57
Always	38	4.40	.52	4.27	.41

The analysis of IS levels based on the frequency of interaction with people from different cultures revealed that the "Always" group had the highest mean level of 4.40, while the "Never" group had the lowest mean level of 4.21. The "Often" and "Rarely" groups showed similar mean levels of 4.25 and 4.26, respectively.

The one-way ANOVA conducted to investigate the relationship between frequency of interaction and IS scores yielded a non-significant result, with an $F(3, 196)$ value of .98 and a p-value of .41. This indicates that there were no significant differences in IS scores among the frequency groups.

Regarding TMAS scores, the analysis revealed that the "Always" group had the highest mean multicultural attitude level of 4.27, while the "Never" group had the lowest mean level of 4.08. The "Often" and "Rarely" groups showed intermediate mean levels of 4.13 and 4.18, respectively.

The ANOVA conducted to explore the relationship between frequency of interaction and TMAS scores yielded a non-significant result, with an $F(3, 196)$ value of 1.10 and a p-value of .36. This indicates that there were no significant differences in TMAS scores among the frequency groups.

4.2. Levels of Intercultural Sensitivity

RQ1: Pre-service foreign language teachers' level of IS (Descriptive statistics)

Table 13

IS levels

	Teaching Status	N	M	σ
Total IS Levels	Pre-service	100	4.30	.42

The data shows that the teacher candidates in the sample have a high level of IS, with a mean score of 4.30 and a standard deviation of .42. This means that, on average, they

understand and appreciate diverse cultures. However, there are differences in IS among teacher candidates, as shown by the variability in the scores.

RQ2: In-service foreign language teachers' level of IS (Descriptive statistics)

Table 14

IS levels

	Teaching Status	N	M	σ
Total IS Levels	In-service	100	4.25	.65

The average score on the IS scale for the in-service foreign language teachers in the sample was 4.25, with a standard deviation of .65. This shows a moderate level of IS overall. The standard deviation indicates differences among individual teachers' scores, suggesting some variability. In general, the results indicate a moderate level of IS among the in-service teachers, with variations in individual scores.

RQ3: Comparison of pre-service and in-service foreign language teachers' level of IS (Independent samples *t*-test)

Table 15

Comparison of IS levels

	Teaching Status	N	M	σ	df	t	p
Total IS Levels	Pre-service	100	4.30	.42	198	.60	.55
	In-service	100	4.25	.65			

The IS of teacher candidates was compared using an independent samples *t*-test. The sample included 100 in-service teachers, who had an average sensitivity level of 4.25 with a standard deviation of .65, and 100 teacher candidates, who had an average sensitivity level of 4.30 with a standard deviation of .42. The *t*-test, which had 198 degrees of freedom, showed no significant difference between the two groups, with a *t*-value of .60 and a p-value of .55 (> .05). Therefore, there is no statistically significant difference in IS between pre-service and in-service foreign language teachers.

4.3. Attitudes towards Different Cultures

RQ4: Pre-service and in-service foreign language teachers' attitudes towards different cultures (Descriptive statistics)

The study presented the average scores obtained from the TMAS for both in-service teachers and teacher candidates, highlighting their multicultural attitudes.

Table 16

In-service and pre-service English language teachers' multicultural attitudes

	Teaching Status	N	M	σ	df	t	p
Teacher Multicultural Attitudes	Pre-service	100	4.12	.50	198	1.42	.16
	In-service	100	4.22	.45			
	Total	200	4.17	.47			

The multicultural attitudes of pre-service and in-service foreign language teachers were compared using an independent samples *t*-test. Both groups had 100 participants, with mean multicultural attitude levels of 4.12 and 4.22, and standard deviations of .50 and .45, respectively. The analysis showed a non-significant *t*-value of 1.42 and a p-value of .16, indicating no statistically significant difference in attitudes between the two groups.

Table 17

English language teachers' opinions on TMAS items

Item	M	σ
Cultural Awareness and Adaptation		
Q13	4.62	.79
Q2	4.55	.77
Q1	4.53	.77
Q14	4.47	.92
Q10	4.29	.90
Q11	4.29	1.00
Cultural Disregard and Misconceptions		
Q15*	4.45	1.04
Q12*	4.39	.99
Q19*	4.30	1.17
Q20*	4.28	1.09
Q6*	3.88	1.14
Perceived Challenges and Redefinition of Teaching Role		
Q8	4.13	.98
Q7	3.62	1.43
Q9	3.53	1.22
Curriculum Awareness and Emphasis on Multicultural Diversity		
Q17	4.42	.88
Q18	4.42	.96
Q16	3.80	1.24
Teacher Responsibility and Engagement in Multicultural Education		
Q4	4.38	.91
Q5	3.81	1.19
Q3*	3.29	1.52

* The items were reverse coded

The findings of the study are presented in Table 17, showing positive attitudes among pre-service and in-service English language teachers (M = 4.17). Multicultural attitudes of 200 English language teachers were assessed using TMAS. The average score was 4.17 with a standard deviation of .47. The results indicate generally positive attitudes towards different cultures, although individual scores varied. The highest-rated item, item 13 (mean = 4.62), highlights the importance of cultural awareness in effective teaching, indicating positive attitudes towards diverse learners. On the other hand, the lowest-rated item, item 3 (mean = 3.29), suggests some reservations about the extent of emphasis on multicultural awareness and training for teachers.

Regarding the sub-dimensions of TMAS, the average attitudes of the participating teachers were determined as follows: Cultural Awareness and Adaptation (M = 4.46), Cultural Disregard and Misconceptions (M = 4.26), Perceived Challenges and Redefinition of Teaching Role (M = 3.76), Curriculum Awareness and Emphasis on Multicultural Diversity (M = 4.21), and Teacher Responsibility and Engagement in Multicultural Education (M = 3.83).

RQ5: Relationship between attitudes towards different cultures and IS levels (Pearson Correlation)

Table 18

Correlation between IS and multicultural attitudes

		IS Average	TMAS Average
IS Average	Pearson's r	—	
	p	—	
TMAS Average	Pearson's r	.70 ***	—
	p	< .001	—

*** p < .001

The results of the Pearson correlation analysis, presented in Table 18, show a connection between attitudes towards different cultures and IS levels among 200 pre-service and in-service language teachers.

A moderate positive correlation ($r = .70$) was found between the two variables, indicating that as attitudes towards different cultures increase, IS levels also tend to increase. This suggests that having positive attitudes towards different cultures may be related to higher levels of IS.

The analysis revealed a statistically significant correlation between the variables ($p < .001$), indicating that the correlation between attitudes towards different cultures and IS is not due to chance.

4.4. Semi-Structured Interview Findings

4.4.1. Element Use From Different Cultures in the Classroom Environment

The teachers were asked about their use of cultural elements in the classroom during the initial interview. The findings, which were analyzed, are grouped into three themes. Table 19 presents the identified themes, codes, and participating teachers.

Table 19
Themes, codes and participants on element usage

Themes	Codes	Participants
Culture in Context	Use of Various Cultural Elements, International Facts, Lack in Local Culture Content, Compensation	I5 - P3
Academic Repercussions	Focus, Participation, Positive Feedback	
Social Issues	Minorities, Democracy, Comparing Cultures, Learning with Culture, Values	

Table 19 presents the themes resulting from the English language teachers' responses to the initial interview question, categorized into different codes. Culture in Context, Academic Repercussions, and Social Issues. These themes emerged from teachers' responses about using elements of different cultures in the classroom. The views highlighted under these themes are the Use of Various Cultural Elements, International Facts, Lack of Local Culture Content, Compensation, Focus, Participation, Positive Feedback, Minorities, Democracy, Comparing Cultures, Learning with Culture, and Values. Some of the opinions expressed by teacher candidates and in-service language teachers under these themes are presented below.

> *"... Usually, I try to use elements from different cultures in the lesson. I have many students from various cultures in my classroom. Although the English textbooks we use at school include many cultures from international sources, I feel a lack of content that covers the culture of the students in my class, and for this reason, I bring the music, food and traditions that students listen to in the classroom environment, so that they focus better and participate in the lesson."* (I5)

According to in-service teacher 5, incorporating culturally relevant content in the classroom enhances student engagement and focus, even if the textbooks already include intercultural topics.

> *"... At the school where I do my internship, I usually make presentations in the classroom. In the classroom, there are children of many families from different religions, which are considered minorities in Turkey. I also prepare presentations using themes where different civilizations come together and different ideas live in a democratic environment, and I get positive feedback from both the students and my advisor. Students compare their own culture with different cultures with interest and learn new information. I think it is very important at this age for them to see that the world is not just about their own values, I am sure that if such an education can be done properly across the nation, it will have very positive effects on the country."* (P3)

Pre-service teacher number three stated that there are students who are considered minorities from many different religions in the classroom and the teacher prepares presentations with an emphasis on democracy. In this way, it is both an educational process for students and positive feedback is provided. Furthermore, teachers highlight the importance of exposing students to diverse perspectives and lifestyles, with the hope of fostering long-term positive outcomes for both individuals and the nation.

4.4.2. Preference to Teach in a Multicultural Classroom Environment

The second question addressed to the teachers in the interview was "Would you prefer to teach in a multicultural classroom environment? If yes, please provide details." Table 21 presents the identified themes, codes, and participating teachers based on the analysis of their responses to the interview questions.

Table 20
Themes, codes and participants on preference

Themes	Codes	Participants
Internationality	Worldwide Profession, Multiculturalism, Motivation to Work in Multicultural Environments	I4 - P4
Learning	Life-long Learning, Focus, Participation, Positive Feedback	
Challenges	Responsibilities, Possible Disadvantages, Hardships	

The themes that emerged from the responses of English language teachers to the second interview question are categorized in Table 20. Internationality, Learning, and Challenges. These themes emerged from teachers' responses about their preference to teach

in a multicultural classroom environment. The views highlighted under these themes are World-wide Profession, Multiculturalism, Motivation to Work in Multicultural Environments, Life-long Learning, Focus, Participation, Positive Feedback, Responsibilities, Possible Disadvantages, and Hardships. Some of the opinions expressed by the participants under these themes are presented below.

> *"... I think the most international education-related professional group might be English teachers. I was excited about other cultures since I was a kid, I was scared to do a job that consisted only of local facts. Because I get bored with some things very quickly, I lose my enthusiasm. But anything from different cultures is enough to excite me. I see myself as a student who is at the stage of lifelong learning. I learn new things every day while teaching. I don't believe this would have occured if I hadn't taught in a multicultural classroom environment. My answer is yes, I prefer to teach in a multicultural classroom environment."* (I4)

In-service teacher number four first talked about her job as an advantage in her own way and being exciting. She also stated that as a teacher, learning takes a lifetime, adding that she is in a constant learning process every day and gave a positive answer to the interview question.

> *"... I think there is a huge distinction between being a teacher in a multicultural classroom and being interested in different cultures and learning new things. Being a teacher comes with great responsibility. Although it sounds good to be a teacher or to live in an environment where various cultures come together as an idea, the real world is always full of problems and in such an environment the cons can outweigh the pros. I believe it is difficult to teach in a multicultural classroom environment, I have not had such an experience yet, frankly, I would not like to be a teacher in such an environment."* (P4)

Teacher candidate number four stated that there is a huge distinction between being a teacher in the classroom environment and being interested in different cultures. The pre-service teacher mostly talked about the difficulties and challenges of the situation. The participants, who has the idea that the disadvantages outweigh the advantages, displays a pessimistic approach. The participant, who does not have much teaching experience yet, provided a negative answer to the interview question.

4.4.3. Evaluation of Students' Approach to Subjects and People From Different Cultures

Table 21 presents the themes, codes, and participants derived from the analysis of English language teachers' responses to the third interview question, which assessed their evaluation of students' attitudes towards subjects and people from different cultures.

Table 21
Themes, codes and participants on selection of subjects

Themes	Codes	Participants
Enthusiasm	Attentiveness, Eagerness to Meet New Cultures	I3 - P5
Bias	Misunderstandings, Prejudices	
Social Connections	Civilization, Relatives Abroad, Different Religions, Immigration	
Entertainment	Western Culture, Film Industry, Music and Anime Series, Asian Culture	

Table 21 categorizes the codes derived from the responses of participants to the third interview question into four themes. Enthusiasm, Bias, Social Connections, and Entertainment. These themes emerged from teachers' responses to the evaluation of students' approaches to subjects and people from different cultures. The views highlighted under these themes are Attentiveness, Eagerness to Meet New Cultures, Misunderstandings, Prejudices, Civilization, Relatives Abroad, Different Religions, Immigration, Western Culture, Film Industry, Music and Anime Series, and Asian Culture. Some of the opinions expressed by participants under these themes were presented below.

"... I work in a place called the cradle of civilizations. As far as I have observed, students have been familiar with Western culture for a very long time, because the TV and film industry affects us all. I also see that most of my students ask a lot of questions about the lifestyle there since they have relatives in Europe. With the development of the music and cartoon industry in recent years, I can say that my students are familiar with Asian culture. Especially when we make readings, games or presentations on these subjects in the lessons, their attention level is at a high level. However, I should point out that although I have not seen any negative actions of students against cultures and people they do not know, the uncontrolled immigration seen in our country recently worries families and therefore, they may be prejudiced against some nationalities. Aside from the problems in the system, I strive to ensure that students are open and unbiased towards people of all nationalities, and I prepare their lesson plans accordingly. (I3)

According to in-service teacher number 3, students in a multicultural city are exposed to Western culture through the film industry. Many students have relatives in Europe and show curiosity about Western societies. Although there is no ill will among the students, concerns about recent migrations and security exist. The teacher takes steps to prevent potential prejudices in the classroom.

"... There are many students from Syria at the school where I did my internship. There are also many students from some Christian villages. The cultural subjects we covered during the lesson are the subjects of distant lands, which are not generally in our country, and I did not observe any problems while teaching these, even though the students are quite eager to meet new cultures. But I can say that there are social groupings among themselves. Although the students do not directly imply bad things in the classroom environment, sometimes there can be misunderstandings and it is up to the teachers to solve them. I think this is a very sensitive issue and a seminar for parents is needed before students.. If parents can understand the importance of tolerance, this mentality will be transferred directly to the student and a smoother school environment will be provided." (P5)

Pre-service teacher number five works at a school with many students who have immigrated from Syria. There are also students from Christian villages within the school.

The pre-service teacher prefers cultural themes from different parts of the world instead of her own country when choosing a subject in the classroom environment and claims that students are motivated to get to know different cultures. She states that there are sometimes misunderstandings between students from different cultures and that teachers take responsibility for solving these problems, and suggests organizing a seminar to raise awareness among parents. Thus, the teacher thinks that it is indirectly possible for students to study in harmony at school.

4.4.4. Selection of Subjects in Communication with Students From Different Cultures

The findings from the analysis of teachers' responses to the fourth interview question, "Which subjects do you prefer to talk about when communicating with students from different cultures?", are presented in Table 22. The table includes the emerging themes, corresponding codes, and participating teachers.

Table 22

Themes, codes and participants on the selection of subjects

Themes	Codes	Participants
Selection of Subjects	Current Issues, Life Issues, Globalization, Science, Technology, World Cuisine, Recent World History, Equality, Justice, Economy, Art, Democracy, News	I2 - P1
Practicality	Ease of Communication, Convenience, Presentations, Internet	
Washback Effect	Active Participation, Motivation, Life-long Learning, Keeping Up-to-date, Generation Gap	
Techniques and Methods	Lesson Plans, Beyond Teaching About the Language, Multidisciplinary Field, Obsolete Methods and Techniques, Knowledge Is Power, Critical Reading, Discussion, Problem-Solving, Cognitive Thinking	

The codes that were identified from the English language instructors' responses to the fourth interview question were categorized into four themes, as shown in Table 22, and they are as follows: Selection of Subjects, Practicality, Washback Effect, and Techniques and Methods. These themes emerged from teachers' responses about the selection of subjects in communication with students from different cultures. The views highlighted under these themes are Current Issues, Life Issues, Globalization, Science, Technology,

World Cuisine, Recent World History, Equality, Justice, Economy, Art, Democracy, News, Ease of Communication, Convenience, Presentations, Internet, Active Participation, Motivation, Life-long Learning, Keeping Up-to-date, Generation Gap, Lesson Plans, Beyond Teaching About the Language, Multidisciplinary Field, Obsolete Methods and Techniques, Knowledge Is Power, Critical Reading, Discussion, Problem-Solving, and Cognitive Thinking. Some of the opinions of in-service English language teachers and student teachers under these themes are presented below.

> *"... The fact that the subjects are unlimited excites me and I think that my motivation is always high. Think about it, you can talk about everything about life. Frankly, I try to choose topics that are directly related to students' lives. They say that today the world has become a small village thanks to the internet, and this is very true. I make presentations to students every week. In general, we choose subjects such as science, technology, world cuisine, recent world history, equality, justice, economy, and art. I am not the one who has a say in the class, we decide everything together. We have a classroom environment dominated by democracy. Thus, students both participate in the lesson willingly and learn new things about important topics."* (I2)

In-service teacher number two states that the diversity of subjects increases motivation and says that he brings all the subjects related to life to the classroom environment. The teacher especially chooses topics related to students' lives and argues that the reason for this is the necessity of authenticity of the course materials. The teacher also talks about the convenience of educational technologies in the classroom environment and highlights the importance of a democratic environment in the classroom. The underlying reason for this was reported as the idea that students should have a say with the teacher, along with increased participation and motivation.

> *"... When I was an undergraduate student, I constantly thought about the upcoming internship period and prepared lesson plans in anticipation of my first teaching experience. At university, one of our professors used to say that language education now evolves in a multidisciplinary direction beyond just teaching the language itself or about language. I believe it is unreasonable to teach a language class using techniques and methods from even 10 years ago, let alone 20-30 years ago.*

In this process, the teachers should always keep themselves updated and constantly learn something new. If you can't do this, you lag behind students and to be honest, students notice this very easily and don't take you seriously. Maybe this is one of the problems arising from the generation gap, but knowledge is power and I believe that we can be effective as long as we use this power. In general, I would bring the current news prepared according to the level of the students to the class. In my presentation, I would have critical reading and discussion sections, and I would choose topics that sparked students and made them express their opinions. In other words, students would solve problems through their ideas during the lesson, so learning would cognitively take place, so I hope so." (P1)

In-service teacher number one had contemplated how to approach students and prepare lesson plans for the years in which she will have her first teaching experience. Inspired by one of the professors at the university, she concluded foreign language education is not only teaching about the language, and she understood that education has evolved in a multidisciplinary direction. In addition, the teacher brought criticism that the methods and techniques used today are obsolete. The participant, who argues that teachers should adopt the philosophy of lifelong learning, argues that one of the most critical steps to keep up with the new generation is to constantly update oneself. The in-service English language teacher stated that she usually brings current news appropriate to the level of the students and teaches by using the discussion method.

4.4.5. Thoughts on the Policies Regarding the Harmony of Students From Different Cultures

The analysis of teachers' responses to the fifth interview question, "What are your thoughts on the policies at the management level regarding the harmony of students from different cultures in the classroom environment?", resulted in four themes. Table 23 presents the emerging themes, corresponding codes, and participating teachers.

Table 23

Themes, codes and participants on thoughts on policies

Themes	Codes	Participants
Concrete Issues	Language Problems, Marginalization, Low Academic Achievement, Audit	I1 to I5 P1 to P5
Recommendations	Adjustment of Evaluation, Promotion of Vocational Schools, Nutrition Education, Giving Responsibilities to Students, Project-based Group Homeworks, Citizenship and Democracy Courses, Raising Awareness About Children's Rights, Human Rights	
Teacher Education	Teacher Training, Critical Thinking, Critical Multicultural Education, Problem Solving, Analytical Thinking	
Solidarity Activities	Organizing Sociocultural and Sports Activities	

As shown in Table 23, four themes were developed from the codes that arose from the English language instructors' responses to the fifth interview question: Concrete Issues, Recommendations, Teacher Education, and Solidarity Activities. These themes emerged from teachers' responses about thoughts on the policies regarding the harmony of students from different cultures. The views highlighted under these themes are Language Problems, Marginalization, Low Academic Achievement, Audit, Adjustment of Evaluation, Promotion of Vocational Schools, Nutrition Education, Giving Responsibilities to Students, Project-based Group Homework, Citizenship and Democracy Courses, Raising

Awareness About Children's Rights, Human Rights, Teacher Training, Critical Thinking, Critical Multicultural Education, Problem Solving, Analytical Thinking, and Organizing Sociocultural and Sports Activities. Some of the opinions from in-service English teachers and student teachers under these themes are presented below.

> *"... First of all, I have many suggestions on this subject Well, I have no idea if it is possible or easy to implement what I have in mind throughout the country, but first of all, some students have language problems in some classes. Especially children of immigrant families are placed in schools, but they cannot understand what the teacher is saying, let alone get along with their classmates. First of all, the language barrier needs to be removed, if this is not done, the chances of the student losing will be more years, maybe even cost a life."* (I3)

Although the in-service teacher number three thinks that she has a difficult solution for a problem that she points out related to the interview question, she declares that all students studying across the country must overcome the language barrier and thinks that individuals with adjustment problems will have problems throughout their lives, both in their social and professional lives.

> *"... Today's political discourse is highly polarizing and this sometimes reflects on students. We have never seen such marginalized groups in the past. Maybe today's discourse is far from what it used to be, but I definitely think that people at the management level should stay away from marginalizing the language."* (I5)

In-service teacher number five finds today's political discourse very problematic and states that this problem is directly reflected in the daily life of students. Explaining that he has not observed a similar situation in the past years, the teacher states that in today's society, at least, individuals at the management level should develop a discourse that is more moderate and that supports harmony in society.

> *"... Another issue is low academic achievement. Most people agree with me, students don't study because there is no failing class. Because they don't have any motivation to prepare for exams. They will pass the class without any problems anyway. They learn only through their experiences in the classroom environment, but this is not enough."* (I1)

In-service teacher number one complains about low academic achievement in schools and argues that many people agree with her. She thinks that the main reason for this is the abolition of the practice of failing the courses, and states that students with low motivation for out-of-school lesson activities fall behind in learning.

> *"... I think that supervision in schools is insufficient. Inspectors come and inspect at certain times of the year, but it is clear that this procedure is not sufficient. No problems are solved and there is a huge distiction in education between some educational institutions. I think that the quality of education will increase if there is an independent rating agency and if incentives are given by the ministry according to the score they get."* (I4)

In-service teacher number four is of the opinion that supervision in schools is insufficient. She emphasizes that the audits carried out by the inspectors are only a procedure and also the audits are inadequate to detect problems. In addition, the teacher states that there are big differences in the manner of education between some schools and offers some recommendations at the ministerial level.

> *"... I graduated from one of the best education faculties in Turkey. Despite this, I think that teacher training programs are not adapted to today's conditions and are insufficient. I would even argue that some teachers know nothing about pedagogy and educational sciences. This is very sad."* (I2)

In service, teacher number two declares that she graduated from one of the academically highest-ranking faculties in the country and suggests that teacher training programs should be revised into an adaptation to today's scientific improvements.

> *"... I would like schools or local governments to organize socio-cultural activities. I think that food, culture, art or sports activities have the power to bind people."* (I3)

In-service teacher number three suggested that schools or local governments organize sociocultural activities for people from distinct cultures to be acquainted with themselves. In this way, the students and their families come together and have the opportunity to introduce their own cultures to each other and it will be an occasion for them to live in harmony in society.

"... In addition, students are not aware of their rights. First of all, I would like children's rights, which are included in the law, to be included in the curriculum at all levels of schools. Because I observe that some students are exploited by other students, teachers and their own families. This awareness needs to be created." (I5)

In-service teacher number five declares that students are unaware of their rights and advises that children's rights education should be mandated in schools, and claims that he has observed several violations of rights.

"... Similarly, I think that the concepts of human rights and democracy should be emphasized more in schools. Because there are some concepts that students should be aware of for life after they graduate from school. Maybe they never remember the course content, but the concepts of democracy and rights are the top priority requirements of civilization." (I1)

Human rights and democratic principles should be taught in schools, according to in-service teacher number one, who emphasizes that these topics are among the most important ones in students' lives. Pointing out the importance of these concepts, the teacher argues that the concepts that students will need most after graduation are democracy and human rights, and defines these concepts as the pillars of civilization.

"... I do not know if I can make correct comments on this subject as I do not possess much experience in the classroom, however, as far as I have observed and deduced throughout my education life, improving students' skills such as critical thinking can be the first step to ensure that they live together in harmony. Because we all act with our reflexes, almost all of us are imitations of our family and we cannot think originally." (P2)

Given his experiences at the institution, pre-service teacher number two underlines the value of critical thinking abilities, stating that he has little teaching experience, and argues that thanks to these aptitudes, students will display a more logical personality and thus students will receive education in harmony in the classroom environment.

"... Although the course curriculum claims to the contrary, in practice it forces students to memorize. Teachers also use outdated teaching methods because they think it is easy. I think a curriculum that includes methods and techniques that

promote problem-solving and analytical thinking skills is one of the most essential things we need right now. I wish we could take developed countries as an example in this regard." (P4)

According to pre-service teacher number four, it is believed by them that the curriculum requires students to memorize, and they state that outdated foreign language teaching techniques and methods are used by teachers because they consider problem-solving and analytical thinking as the most crucial instructional activities for today, as they find it easy.

"... I also say that because I had the chance to examine the schools in Germany, vocational schools in Turkey need to be expanded and encouraged and the perception of these schools needs to be rebuilt. If the belief that students going to such schools will graduate with a high level of prosperity all over the world is Pinstilled, I think more homogeneous groups will form in schools and conflicts will be minimized." (P1)

Pre-service teacher number one gives the example of Germany in terms of harmony and emphasizes that vocational schools should be encouraged. The teacher offers some suggestions to change the perception towards such schools across the country, and thus thinks that students will be in harmony in the school environment as well as raising suitable graduates for the needs of the country.

"... I'm not sure if it is relevant, but parents and students should be given nutrition education. I know that people cannot eat properly due to economic conditions, but as far as I can see, it has become the habit of people in this country to eat poorly, completely unconsciously, despite the possibility. This has a significant negative impact on public health and leads to unhappy, unhealthy students who cannot reach their potential in the classroom environment." (P3)

Pre-service teacher number three provides an indirect interpretation of the interview question. Arguing that parents and students should receive nutrition education, she puts forward that happy and harmonious classroom environments will be created as long as the students are mentally and physically healthy.

"... My opinion is that the family structure in society does not give much responsibility, especially to boys. This can cause disciplinary problems in the classroom environment. I have no idea what can be done at the management level, but I observe that families living in developed countries give their children responsibilities appropriate for their age and this brings discipline and therefore academic success." (P5)

Pre-service teacher number five criticizes parents' upbringing of their children and states that they are not given appropriate responsibilities. Therefore, the teacher, who claims that there are disciplinary problems in schools and that the students are not as hardworking as they should be, asserts that academic success comes with discipline and that raising disciplined students comes from giving them small responsibilities.

"... I think that in addition to the exams, project-based group assignments will work to increase harmony in the classroom environment. I know that it is difficult in practice, but somehow the students come together and brainstorm and work on a project jointly, which will have positive results both socially and academically." (P2)

Pre-service teacher number two presents some views on assessment and evaluation for students to live in harmony at school. The teacher claims that although he accepts the fact that such practices are difficult in practice, students working on projects jointly and including these activities in academic evaluation will both encourage active learning and create an atmosphere of harmony in the classroom by enabling students to develop better relationships with each other.

CHAPTER V
DISCUSSION

5.2. Levels of IS

RQ1: Pre-service Foreign Language Teachers' Level of IS

Based on the findings, it is observed that foreign language teacher candidates in the current study, conducted in Turkey, exhibit a high level of intercultural sensitivity (IS), with an average score of 4.30 on the IS scale (SD = .42). This result aligns with previous research suggesting that pre-service teachers generally have positive attitudes towards diverse cultures (Jones, 2016; Kim & Park, 2018). However, it should be noted that there is some variation in the levels of IS among the teacher candidates in the sample.

Other studies, conducted in various countries, have also found similar variations in IS scores among pre-service teachers. For instance, Kim and Park (2018), in a study conducted in South Korea, discovered that the scores differed based on demographic factors like age and gender. Additionally, Jones (2016), in a study conducted in the United States, found that pre-service teachers with prior intercultural experiences tend to have higher levels of IS compared to those without such experiences.

It is important to consider that individual differences in personal characteristics, such as prior intercultural experiences, cultural background, and personal attitudes towards different cultures, may contribute to the variability in IS levels among pre-service teachers (Kim & Park, 2018). Furthermore, the quality of intercultural training programs and experiences provided during teacher education could also play a role in this variability (Jones, 2016).

RQ2: In-service Foreign Language Teachers' Level of IS

The findings suggest that the in-service foreign language teachers in the current study, conducted in Turkey, have a moderate level of sensitivity towards different cultures, with an average score of 4.25 on the IS scale (SD = .65). This signifies that there is variability in the scores, indicating that certain teachers exhibit a greater sensitivity to different cultures than others.

Previous research on intercultural sensitivity (IS) among teachers, conducted in various countries, supports these findings, showing that teachers generally have a moderate level of IS with variations in individual scores (Kim, 2017). It is also important to note that in-service teachers tend to exhibit higher levels of IS compared to pre-service teachers, as found in other studies conducted in different countries (Lee, 2019).

However, it is worth mentioning that some studies, conducted in different countries and occupational contexts, have found contrasting results, indicating that pre-service teachers may have higher levels of IS compared to in-service teachers (Cho, 2018). This underscores the significance of considering contextual and demographic factors that may influence the IS levels of teachers.

RQ3: Comparison of Pre-service And In-service Foreign Language Teachers' Level of IS

The study aimed to compare the IS levels of pre-service and in-service foreign language teachers. The results of the independent samples *t*-test showed no significant difference between the two groups ($p = .16$). The mean IS level for pre-service teachers was 4.30 ($SD = .42$), and for in-service teachers, it was 4.24 ($SD = .65$). These findings are consistent with previous research that has shown mixed results (Kim & Kim, 2017; Smith, 2019), indicating the need for further investigation in this area.

The present study aligns with Smith (2019), who also found no significant difference in IS between pre-service and in-service language teachers. However, it differs from Kim and Kim (2017), who reported a significant distinction. These discrepancies may be due to variations in sample size, sampling method, or the measures used to assess IS.

Although there is no significant difference, it is important to note that there is some variability in IS among individual teachers, as indicated by the moderate standard deviations. This emphasizes the significance of considering individual differences in IS when working with language teachers.

5.3. Attitudes towards Different Cultures

RQ4: Pre-service and In-service Foreign Language Teachers' Attitudes Towards Different Cultures

The findings show that both in-service and pre-service English language teachers in the sample had positive attitudes towards different cultures (mean = 4.22, SD = .45). This aligns with previous research indicating teachers' positive attitudes towards cultural diversity (Bhagat, 2016; Kim, 2018). The study found no significant difference in attitudes between pre-service and in-service teachers.

The moderate standard deviation (.45) suggests some variation in attitudes among the teachers, which may be due to individual experiences, cultural backgrounds, or teaching methods. Personal and professional experiences with cultural diversity can influence teachers' attitudes.

Unlike Bhagat's (2016) study, this research found no significant difference in multicultural attitudes between pre-service and in-service teachers. It contributes to understanding attitudes in English language teaching by examining both groups.

The study also identified variations in attitudes across different dimensions of the TMAS scale. While overall attitudes were positive, attitudes towards practical implications of teaching students from diverse backgrounds were slightly less positive.

RQ5: Relationship Between Attitudes Towards Different Cultures and IS Levels

The results of the study indicate a moderate and positive relationship (r = .70) between attitudes towards different cultures and IS levels among pre-service and in-service English language teachers. This means that individuals with more positive attitudes towards different cultures also tend to have higher levels of IS.

These findings align with previous research, which has also suggested a connection between attitudes towards different cultures and IS levels (Dowling & Demuth, 2009; Park & Ward, 2011). For example, Dowling and Demuth (2009) found that individuals with more favorable attitudes towards different cultures tend to have higher IS levels.

There have also been a number of studies on the relationship between attitudes towards different cultures and IS levels among Turkish teachers. For example, a study by Yazıcı, Başol, and Toprak (2009) found that Turkish teachers with more positive attitudes towards different cultures had higher levels of IS. This finding suggests that the findings of the present study may be generalizable to other cultural contexts.

Similarly, a study by Özdemir and Yeşilyurt (2019) found that Turkish nurses with more positive attitudes towards different cultures had higher levels of IS. This finding suggests that the importance of positive attitudes towards different cultures for IS is not limited to English language teachers, but is also relevant to other professional groups.

Finally, a study by Brunner (2018) found that German teachers with more positive attitudes towards different cultures had higher levels of IS. This finding suggests that the findings of the present study are also generalizable to other countries.

RQ6: Impact of Demographics on IS and Attitudes of English Language Teachers

Gender

No significant difference was found between genders regarding IS levels and multicultural attitudes among English language teachers (Jackson, 2014; Matsumoto et al., 2001; Habermann, 2010; Villegas, 2012). However, slight differences were observed in specific aspects of IS, suggesting that gender may have some influence in certain areas.

Age

Older participants displayed higher levels of IS, while younger participants had more positive attitudes towards multiculturalism (Ward et al., 2001; Zhai et al., 2019). Age was found to have a significant effect on IS, but not on multicultural attitudes.

Teaching Experience

Teaching experience showed variation in IS and multicultural attitudes, with participants having 10-14 years of experience demonstrating the highest levels (Hidayah et al., 2020; Karaman et al., 2019). However, no overall significant effect of teaching experience was found. Furthermore, it is worth considering that experienced teachers may have had diverse teaching contexts, including regions such as the east or southeast.

Employment Status

The type of institution where teachers work may influence IS levels and multicultural attitudes. Teachers in non-traditional settings showed higher levels in both constructs (Karababa & Öztürk, 2020; Villegas, 2012). Nonetheless, no overall significant effect of employment status was detected.

Current Teaching Status

No significant difference was found between in-service and pre-service teachers in terms of IS and multicultural attitudes (Hosseini, 2015; Yıldırım, 2017; Chen et al., 2018; Wise et al., 2014). In-service teachers had slightly higher multicultural attitude scores.

Experience of Living Abroad

Having been abroad once was associated with higher IS and multicultural attitude, while multiple experiences or no experience did not significantly impact these constructs (Byram, 2018; Fantini, 2009).

Interaction with Different Cultures

Frequent interaction with people from different cultures positively influenced IS and multicultural attitudes (Deardorff, 2011; Paige et al., 2009). However, no significant differences were found between frequency groups.

5.4. Discussion of Semi-Structured Interview

5.4.1. Element Use From Different Cultures in the Classroom Environment

The study grouped the results under three themes: Culture in Context, Academic Repercussions, and Social Issues, showing the importance of using cultural elements in the classroom to increase student participation and focus. Teachers received positive feedback for incorporating themes of different civilizations and democratic values. This study aligns with previous research on the significance of cultural elements in language classrooms (Sarac, 2019). It highlights the universal importance of using cultural elements, although the specific elements may vary based on the students' context and cultural diversity. English language teachers in Turkey create a positive and inclusive learning environment by incorporating cultural elements and democratic values.

5.4.2. Preference to Teach in a Multicultural Classroom Environment

The views of English language teachers on teaching in a multicultural classroom were investigated. The results showed that teachers' answers were grouped into three themes: Internationality, Learning, and Challenges. Some teachers preferred teaching in a multicultural environment, expressing excitement about different cultures and seeing themselves as lifelong learners. Others viewed it as challenging, with great responsibility and potential disadvantages. These views represent a small sample from the study. Further research is needed to explore regional and country differences and compare pre-service and in-service teachers' views. Previous research has shown mixed views on teaching in a multicultural classroom, with some perceiving it positively and others finding it challenging (Delli & Ozdamli, 2019; Gao & Lee, 2020). Understanding these views can inform teacher training programs.

5.4.3. Evaluation of Students' Approach to Subjects and People From Different Cultures

The evaluation of English language teachers on their students' approach to subjects and people from different cultures was examined. Interviews with pre-service and in-

service teachers revealed four themes: Enthusiasm, Bias, Social Connections, and Entertainment. Students showed enthusiasm and interest in learning about Western and Asian cultures. However, migrations caused concerns about security and potential biases. Students from different cultures sometimes faced misunderstandings. Students were familiar with Western culture through TV and films and Asian culture through music and anime. This study sheds light on teachers' evaluations and highlights the challenges faced. Further research is needed to expand the knowledge in this area through comparative studies.

5.4.4. Selection of Subjects in Communication with Students From Different Cultures

The English language teachers' preferences for subjects to discuss when communicating with students from different cultures were grouped into four themes: Selection of Subjects, Practicality, Washback Effect, and Techniques and Methods. Teachers chose topics related to students' lives and current issues. They found educational technologies and presentations practical. Creating a democratic environment and using updated methods were important. Prior research supports these findings (Brown, 2001; Byram, 1997). Further research in different cultural contexts is needed to explore these preferences and their impact on students' learning and motivation.

5.4.5. Thoughts on the Policies Regarding the Harmony of Students From Different Cultures

The study aims to understand English language teachers' thoughts on policies for fostering harmony among students from different cultures in the classroom. Findings were obtained from teacher responses and grouped into four themes: Concrete Issues, Recommendations, Teacher Education, and Solidarity Activities. Teachers highlighted language barriers, marginalization, low academic achievement, and suggested promoting vocational schools and organizing sociocultural activities. They emphasized the importance of updating teacher training programs. Prior research supports the significance of language barriers and teacher education (Tajfel & Turner, 1986; Maddaus, 1991). The

findings underscore the need for policies addressing various challenges and promoting harmony in the classroom.

5.1. Participant Demographics

5.1.1. Gender

A total of 200 participants, including an equal number of male and female teachers, completed a survey. The results of the *t*-test revealed no statistically significant difference between the gender variable and the factors related to IS, including Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness (Chen & Starosta, 1998). However, some slight variations in perceptions were observed between male and female participants on certain sub-dimensions. Male teachers exhibited a more positive approach to interacting with people from different cultures and had higher levels of interaction confidence, whereas female teachers displayed higher levels of interaction enjoyment and slightly greater respect for cultural differences (Chen & Starosta, 1998). Although no significant difference in overall IS levels between male and female English language teachers was found in the current study, the findings are consistent with previous research indicating subtle gender differences in IS perceptions (Chen & Starosta, 1998). These findings suggest that while gender does not have a significant impact on overall IS, it may influence perceptions on certain sub-dimensions (Deardorff, 2006; Kim, 2016). It is important to note that these studies employed different samples and measures of IS, making direct comparisons challenging. Furthermore, these studies highlighted the influence of other factors such as international experience and frequency of interaction with different cultures on IS, which aligns with the results of the present study (Deardorff, 2006; Kim, 2016). Additionally, the study found no statistically significant difference in multicultural attitudes between female and male English language teachers, which is in line with previous research (Deardorff, 2009; Kim, 2016). However, some non-parallel studies have indicated a possible association between gender and multicultural attitudes, revealing inconsistency across different studies (Chen, 2018; Park, 2019).

5.1.2. Age

The purpose of this study was to explore the connection between age and IS as well as multicultural attitudes in English language teachers (Kim, 2019). The analysis involved frequency tests to examine the influence of age on IS levels and multicultural attitudes based on seniority. The findings indicated that older participants demonstrated higher IS levels compared to younger participants, which is consistent with previous research (Kim, 2019). However, when examining multicultural attitudes, younger participants exhibited a more positive attitude towards multiculturalism than older participants. These results suggest that age may impact IS and multicultural attitudes differently. The ANOVA analysis confirmed the significant effect of age on IS scores, with the 56-65 age group showing the highest scores. In contrast, no significant difference was found in multicultural attitude scores between age groups, indicating that age may not directly influence attitudes towards multiculturalism (Sleeter & Grant, 1994). Other factors like education, cultural background, and personal beliefs are likely to have a stronger impact on teachers' attitudes towards multiculturalism.

5.1.3. Teaching Experience

The aim of this study was to examine the impact of teaching experience on IS and multicultural attitudes of English language teachers (Ehrman & Leaver, 2003; Farrell, 2011; Kim & Kim, 2010; Wang et al., 2019; Lou et al., 2014). Results from the frequency tests showed that participants with 10-14 years of teaching experience had the highest levels of IS and multicultural attitudes, while those with no prior teaching experience or 5-9 years of experience had lower levels. This suggests that teaching experience may influence IS and multicultural attitudes among English language teachers. However, the findings of this study do not align entirely with previous research, indicating the need for further investigation due to differences in cultural and educational contexts and the definitions used in the studies. The ANOVA analysis did not find a significant effect of teaching experience on IS or multicultural attitudes, consistent with previous research that found no significant relationship between teaching experience and these variables. It is likely that other factors such as training and exposure to diverse cultures play a role in the development of IS and multicultural attitudes among teachers.

5.1.4. Employment Status

The findings of this study suggest that the employment status of English language teachers may have an impact on their IS and multicultural attitudes. Teachers working in non-traditional settings showed higher levels of IS and multicultural attitudes compared to those working in public schools. Previous research in different professional contexts supports the idea that individuals working in non-traditional or international settings tend to have higher IS (Riggio, 1995; Van den Berg, 2002). However, the results contradict previous studies that found higher IS and multicultural attitudes among teachers in private schools (Martín-Santana & Hernández-García, 2010; Ruiz-Bravo, 2005). This suggests that the relationship between employment status and IS and multicultural attitudes is complex and context-dependent. The ANOVA analysis did not find a significant relationship between employment status and IS or multicultural attitudes, consistent with some prior studies (Yıldırım & Akçay, 2017). However, other studies have found significant differences, indicating that individual characteristics and personal experiences may play a more significant role in shaping IS and multicultural attitudes among teachers (Bülbül et al., 2018; Klassen & Chiu, 2010).

5.1.5. Current Teaching Status

The study aimed to explore the IS and multicultural attitudes of in-service and pre-service English language teachers. According to the results of an Independent Samples *t*-test analysis on the total IS and Teacher Multicultural Attitude Scale (TMAS) scores, there was no statistically significant distinction between in-service and pre-service teachers ($p > .05$ for IS and $p = .158$ for TMAS). These findings contradict previous research that suggests a relationship between teachers' prior experience, teaching experience, and employment status with their IS and multicultural attitudes (Adams & Galassi, 2012; Lee, 2019). It is important to consider other demographic variables such as age, gender, and cultural background, which may influence IS and multicultural attitudes. Additionally, the study's sample was limited to English language teachers in a specific geographical location, so further research is needed to replicate these findings in a larger, more diverse sample.

5.1.6. Experience of Living Abroad

Spending time abroad can impact IS and multicultural attitude in English language teachers (Aydin, 2020). One-time international experiences were found to have a positive effect on IS and multicultural attitude compared to those who had never been abroad, but multiple experiences did not significantly increase these levels (Aydin, 2020). Previous research indicates that international travel can broaden understanding and appreciation of different cultures (Gudykunst, 2003; Chua & Gudykunst, 1988). However, prolonged exposure to different cultures may lead to cultural fatigue and decreased interest in cross-cultural interactions (Levine & Norenzayan, 1999). Factors such as the context, purpose, and personal characteristics of travel also influence the impact on IS and multicultural attitude (Tarrow, 1998; Chua & Gudykunst, 1988). Further studies are needed to fully understand the relationship and identify specific aspects that contribute to intercultural competence. Some prior studies found a positive connection between living abroad and IS (Chen & Starosta, 1997), but others suggest it may not be straightforward (Mendenhall et al., 2018). Factors like the length, nature of the experience, culture shock, and interaction with locals may also influence IS (Mendenhall et al., 2018). Mixed results exist regarding the relationship between living abroad and teacher multicultural attitudes (Angus et al., 2015; Lai & Hong, 2015), with other factors like exposure to diversity, cultural awareness, and training also playing a role (Angus et al., 2015; Lai & Hong, 2015).

5.1.7. Frequency of Interacting with People From Different Cultures

The frequency of interaction with people from different cultures has a positive impact on IS and multicultural attitudes among English language teachers (Bai, 2011; Kim, 2018). Higher levels of IS and multicultural attitudes were observed in groups with more frequent interactions compared to those with less interaction (Bai, 2011; Kim, 2018). However, the nature, context, and quality of these interactions, as well as individual factors, should be considered when interpreting the results. Positive intercultural interactions have been found to increase IS, while negative interactions can have the opposite effect (Bai, 2011; Kim, 2018). Further research in different contexts and populations, considering factors like personality traits and cultural identity, can provide a more comprehensive understanding of the relationship between interaction frequency and IS and attitudes. The frequency of intercultural contact alone may not significantly impact

IS and attitudes among teachers, as the quality of intercultural contact and the level of intercultural competence are crucial factors (Ward et al., 2001; Berry, 2017). Inconsistencies in previous studies may be due to variations in the nature and quality of intercultural contact and cultural context.

CHAPTER VI
CONCLUSION

6.1. Overall Conclusions

Successful English language teachers today need qualities like cultural sensitivity, confident conversation skills, and the ability to engage in intercultural communication. Training can improve their cultural awareness and sensitivity to effectively address cultural differences in teaching. Demographic factors may influence IS and attitudes, but more research is needed to fully understand these relationships. Language teachers generally show high IS and positive attitudes, but there are individual differences. Training programs are important for improving IS and attitudes. Interviews with English language teachers highlight the importance of incorporating diverse cultures, creating an inclusive learning environment, and addressing challenges in promoting harmony among students from different cultures. Further research is needed to explore these findings and promote intercultural understanding in language education.

6.2. Implications

High levels of IS and a positive attitude toward cultural diversity were found in pre-service and in-service English language teachers, indicating their potential to guide students in developing intercultural awareness. Integrating cultural engagement into ELT departments and providing training on cultural sensitivity can support language teachers in effectively addressing cultural differences and similarities. Pre-service teachers' enthusiasm to incorporate cultural elements into language education reflects their readiness to promote cultural awareness in their teaching practices. These findings have important implications for the training and development of English language teachers.

6.3. Suggestions for Further Research

English language teachers were evaluated based on two variables (IS and Teacher's Multicultural Attitudes). In possible future research, similar conceptual frameworks can be used to make an evaluation of different specific variables. The sample was composed of

individuals residing throughout Turkey for ease of measurement and making a generalization within the country. Future research can be specified by limiting them to specific regions or cities, age ranges and educational levels. In possible similar studies, data collection instruments can be diversified; if available, current scales related to the subject can be utilized, case studies can be conducted and on-site observations can be made. New scales can be developed as data collection instruments to investigate different dimensions of IS.

6.4. Suggestions for Future Practice

In undergraduate or graduate courses, it is believed to be important for students to become aware of their own culture and how it influences their interactions with people from other cultures. It can be considered that the use of exercises and assignments to gain this awareness before gaining knowledge and skills in the mentioned courses or training programs will contribute to laying a solid foundation in this sense.

Since concepts such as empathy, acceptance, respect and sincerity are the attitudes of individuals with high IS, language teachers may believe they can fully demonstrate these concepts to every individual. However, encountering individuals from different cultures (e.g. in terms of sexual orientation, ethnicity or religion) may reveal discomfort with their lifestyles. It may be suggested that students should be exposed to individuals from different cultures as much as possible outside of formal education, and resources such as scientific articles, books, visual and written communication resources, and social media can be utilized for information acquisition. Further research could explore the effectiveness of exposing students to individuals from different cultures, which could inform future practice. This could be done through experimental studies or other forms of research. Additionally, educators can recommend relevant resources to students to further enhance their IS.

Ensuring that students come into contact with individuals from different cultures as much as possible through homework assignments or invited speakers, and if this is limited or not possible, group workshops that bring together students from different ethnicities, religious denominations or regions can be suggested. In these group activities, students can share their own cultural experiences, compare and contrast them with each other's

experiences and present various cases. Students can be encouraged to analyze their cultural experiences.

Experiential activities such as, role-playing, watching movies, games, simulations and group discussions can be planned to help students get to know different cultures better, understand their psychological needs and worldviews, and reduce their prejudices against different cultures. Future research could explore the effectiveness of these activities, including the use of experimental studies, to inform best practices for intercultural education. In order to provide students additional chances to participate in productive intercultural learning experiences, the contribution of these activities to the instructional content might also be expanded.

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APPENDICES

APPENDIX A

Personal Information

Part I: Personal Information

Dear participant, in this study it is aimed to examine the intercultural sensitivity factors regarding pre-service and in-service foreign language teachers' perceptions of culture. The purpose of doing this research is to provide a different perspective and an in-depth understanding of the culture as an integral part of the language. Your information will be only used for research purposes. Thank you for your contribution.

Gender	☐ Female	☐ Male			
Age	☐ 18-25	☐ 26-35	☐ 36-55	☐ 56-65	☐ 66+
Teaching experience	☐ 1-4 years	☐ 5-9 years	☐ 10-14 years	☐ 15+ years	
Employment status	☐ Public School	☐ Private Institution			
Current teaching status	☐ Pre-service	☐ In-service			
Have you ever been abroad?	☐ Yes	☐ No			
Do you have an acquaintance/friend from another country or culture?	☐ Yes	☐ No			

APPENDIX B

Intercultural Sensitivity Scale

Part II: Intercultural Sensitivity Scale

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Thank you for your cooperation.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

Please put the number corresponding to your answer next to the statement.

1. I enjoy interacting with people from different cultures.
2. I think people from other cultures are narrow-minded.
3. I am pretty sure of myself in interacting with people from different cultures.
4. I find it very hard to talk in front of people from different cultures.
5. I always know what to say when interacting with people from different cultures.
6. I can be as sociable as I want to be when interacting with people from different cultures.
7. I don't like to be with people from different cultures.
8. I respect the values of people from different cultures.
9. I get upset easily when interacting with people from different cultures.
10. I feel confident when interacting with people from different cultures.
11. I tend to wait before forming an impression of culturally-distinct counterparts.
12. I often get discouraged when I am with people from different cultures.
13. I am open-minded to people from different cultures.
14. I am very observant when interacting with people from different cultures.
15. I often feel useless when interacting with people from different cultures.
16. I respect the ways people from different cultures behave.
17. I try to obtain as much information as I can when interacting with people from different cultures.
18. I would not accept the opinions of people from different cultures.
19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.
20. I think my culture is better than other cultures.
21. I often give positive responses to my culturally different counterpart during our interaction.
22. I avoid those situations where I will have to deal with culturally-distinct persons.
23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

APPENDIX C

Teacher Multicultural Attitude Survey

Part III: Teacher Multicultural Attitude Survey

Below is a series of statements regarding the attitudes of English teachers towards multicultural education. The answers you give without revealing your identity will not be used for any purpose other than this research. In order for the research results to be reliable, please do not leave any questions unanswered. Thanks for your contribution.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

Please put the number corresponding to your answer next to the statement.

1. I find teaching a culturally diverse student group rewarding.
2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group
3. Sometimes I think that there is too much emphasis placed on multicultural awareness and training for teachers.
4. Teachers have the responsibility to be aware of their students' cultural backgrounds.
5. I invite Multicultural students to group gatherings.
6. It is not the teacher's responsibility to encourage pride in one's culture.
7. As classrooms become more culturally diverse, the teacher's job becomes increasingly challenging.
8. I believe that the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.
9. When dealing with multicultural students, communication styles often are interpreted as behavioral problems.
10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.
11. I am learning a great deal from students with culturally different backgrounds.
12. Multicultural training for teachers is not necessary.
13. To be an effective teacher, one needs to be aware of cultural differences present in the classroom.
14. Multicultural awareness training can help me to work more effectively with a diverse student population.
15. Students should learn to communicate in Turkish only.
16. Today's curriculum overlooks the importance of multiculturalism and diversity.
17. I am aware of the diversity of cultural backgrounds in my classroom.
18. Regardless of the makeup of my class, it is important for students to be aware of multicultural diversity.
19. Being culturally aware is not relevant for the subject I teach.
20. Cultural diversity will only create conflict in the classroom.

APPENDIX D

Interview Questions

Part IV: Interview Questions

Dear participant, the questions to be asked in this research will be used to provide in-depth information in determining the level of intercultural sensitivity of English teachers and their attitudes towards different cultures in a culturally diverse classroom environment. A voice recording may be requested with your permission. You may end this interview if you wish. This interview will be used for academic purposes only. Thanks.

1. Do you use elements from different cultures in the classroom environment?
2. Would you prefer to teach in a multicultural classroom environment? If yes, please provide details.
3. How would you evaluate your students' approach to subjects and people from different cultures?
4. Which subjects do you prefer to talk about when communicating with students from different cultures?
5. What are your thoughts on the policies at the management level regarding the harmony of students from different cultures in the classroom environment?