



**REPUBLIC OF TURKEY**  
**ÇANAKKALE ONSEKİZ MART UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**  
**ENGLISH LANGUAGE TEACHING PROGRAMME**

**DIVERSITY IN THE LANGUAGE CLASSROOM: A SUGGESTED COURSE**  
**FOR DIVERSITY TRAINING IN TURKISH ELT CONTEXT**

**DOCTORAL THESIS**

**ESİN AKYAY ENGİN**

**Thesis Supervisor**  
**PROF. DR. CEVDET YILMAZ**

**ÇANAKKALE – 2022**





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T.C.  
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ  
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ



Esin Akyay Engin tarafından Prof. Dr. Cevdet YILMAZ yönetiminde hazırlanan ve 20/06/2022 tarihinde aşağıdaki jüri karşısında sunulan “**Diversity in the Language Classroom: A Suggested Course for Diversity Training in Turkish ELT Context**” başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı’nda DOKTORA TEZİ olarak oy birliği ile kabul edilmiştir.

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## ETİK BEYAN

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

Esin AKYAY ENGİN

20/06/2022

## ETHICAL DECLARATION

In this thesis study, which I prepared in accordance with the Thesis Writing Rules of Çanakkale Onsekiz Mart University Graduate Education Institute; I have obtained the data, information and documents I have presented in the thesis within the framework of academic and ethical rules, that I have presented all information, documents, evaluations and results in accordance with scientific ethical and moral rules, that I have cited all the works I have used in the thesis by making appropriate references, that I have not made any changes in the data used. I declare that the work I have presented in this thesis is original, otherwise I undertake and declare that I accept all the loss of rights that may arise against me.

Esin AKYAY ENGİN

20/06/2022

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Finally, this thesis is dedicated to the memory of my aunt, Dr. Saadet YARDIM, who passed away shortly before my completion of this work.

## ABSTRACT

### **DIVERSITY IN THE LANGUAGE CLASSROOM: A SUGGESTED COURSE FOR DIVERSITY TRAINING IN TURKISH ELT CONTEXT**

Esin AKYAY ENGİN

Çanakkale Onsekiz Mart University

School of Graduate Studies

Department Of Foreign Language Education PhD Thesis

Thesis Supervisor: Prof. Dr. Cevdet YILMAZ

20/06/2022, 139

Although diversity education is an important aspect of training qualified teachers, it is a neglected subject in the field of teacher training. With this present study, it is intended to implement diversity training to English Language Teaching prospective teachers with the purpose of finding out whether diversity training has positive impacts on diversity awareness of the prospective teachers of English language teaching.

An action research method was designed to carry out the steps of the study. The data were collected through quantitative and qualitative data collection tools. The participants of the study were 20 students studying English Language Teaching department in a Turkish State University. The study involved three stages; diagnostic stage, treatment stage, and evaluation stage. After the intervention stage, the first evaluation step was administering the questionnaire as a post-test in order to determine the possible development in the participants' awareness of diversity. The next evaluation step was face-to-face interviews.

The obtained data were analyzed via descriptive and inferential approaches. Face-to-face interviews were analyzed by using content analysis method. The findings revealed that diversity training had positive impacts on the participants' knowledge and awareness of diversity. Furthermore, it seemed that the participants' professional commitments increased. In addition, the prospective ELT teachers' worries about teaching to different learner groups were lessened. Their worries on being appointed as teachers to Eastern part of Turkey replaced with enthusiasm for teaching in such regions. DT was also efficient during prospective ELT teachers' teaching practice course, namely School Experience.

**Keywords:** Diversity, Diversity Training, Teacher Education, English Language Teacher Education, Prospective Teachers





## ÖZET

### **DİL SINIFINDAKİ FARKILIKLAR: TÜRKİYE’DE İNGİLİZ DİLİ EĞİTİMİ BAĞLAMINDA FARKILIKLAR EĞİTİMİNE YÖNELİK ÖRNEK BİR DERS**

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Farklılıklar eğitimi, nitelikli öğretmen yetiştirmenin önemli bir yönü olmasına rağmen, öğretmen yetiştirme alanında ihmal edilen bir konudur. Bu çalışma ile farklılıklar eğitiminin İngilizce öğretimi öğretmen adaylarının çeşitlilik farkındalığına olumlu etkilerinin olup olmadığını tespit etmek amacıyla İngilizce Öğretmenliği öğretmen adaylarına farklılıklar eğitiminin uygulanması amaçlanmaktadır.

Araştırmanın tasarlanan adımlarını gerçekleştirmek için eylem araştırması yöntemi kullanılmıştır. Veriler nicel ve nitel veri toplama araçları olan anket ve yüz yüze görüşme yoluyla toplanmıştır. Araştırmanın katılımcıları, Türkiye Devlet Üniversitesi'nde İngilizce Öğretmenliği bölümünde okuyan 20 öğrencidir. Çalışma üç aşamadan oluşuyordu; tanı aşaması, müdahale aşaması ve değerlendirme aşaması.

Müdahale aşamasından sonra ilk değerlendirme adımı, katılımcıların çeşitlilik ve çeşitlilik ile ilgili konularda farkındalıklarında olası gelişimi belirlemek için anketin son test olarak uygulanmasıydı. Daha sonra bir sonraki değerlendirme aşaması yüz yüze görüşmeler olmuştur.

Elde edilen veriler betimsel ve çıkarımsal yaklaşımlarla analiz edilmiştir. Yüz yüze görüşmeler içerik analizi yöntemi kullanılarak analiz edilmiştir. Daha sonra nicel ve nitel bulguların ele alınan araştırma sorularına yanıt araması beklenmektedir.

Bulgular, çeşitlilik eğitiminin katılımcıların çeşitlilik konusundaki bilgi ve farkındalıkları üzerinde olumlu etkileri olduğunu ortaya koymuştur. Ayrıca, katılımcıların mesleki adanmışlıklarının arttığı görülmüştür. Katılımcıların farklı gruplarla çalışma konusundaki kaygıları azalmıştır. Mezun olduktan sonra farklı bölgelere özellikle doğu

bölgelerine atanma konusunda da kaygılarının yerini isteklilik almıştır. Dersin etkisi öğretmenlik uygulaması derslerinde de olumlu olarak kendini göstermiştir.

**Anahtar Sözcükler:** Farklılıklar, Farklılıklar Eğitimi, Öğretmen Yetiştirme, İngilizce Öğretmeni Yetiştirme, Öğretmen Adayları



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## ABBREVIATIONS

CD	Cultural Diversity
DA	Diversity Awareness
DE	Diversity Education
DT	Diversity Training
EFL	English as a Foreign Language
ELT	English Language Teaching
ID	Individual Differences
IQ	Intelligence Quotient
LCT	Learner-centered teaching
LS	Learning strategies
MI	Multiple Intelligences
TCT	Teacher-centered teaching

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## Chapter I

### INTRODUCTION

The first chapter of this study begins with the statement of the research problem. Then the purpose, the research questions revealing the purpose, the limitations, the assumptions, and the definitions are displayed, respectively. Thereafter, literature review is provided in relation to diversity, the place of diversity in language classroom, diversity related subjects, teacher training and diversity and diversity in Turkey to clarify possible answers to the research problem.

#### 1.1. Research Problem

The research problem of this thesis study is based on the fact that most of the prospective teachers are appointed to the Eastern part of Turkey after graduation. However, English Language Teaching (ELT) prospective teachers frequently mention their worries for being appointed to the different parts of Turkey, especially Eastern part of Turkey after graduation. Demirkaya and Ünal (2017) affirm that teachers who are appointed to the Eastern and Southeastern Anatolia regions generally want to be appointed to the provinces in the Western regions after completing one year in their profession. Therefore, the need for teachers arises in the Eastern and South-eastern Anatolian regions. Similarly, in their study, Özdemir and Erol (2021) put forward that prospective teachers and novice teachers feel uncertainty about Eastern and South-eastern parts of Turkey. The reason of such uncertainty is that they have no idea about what they would encounter in those parts of Turkey and this uncertainty may lead to anxiety among prospective and novice teachers. Prospective teachers' anxiety and worries might result from many different factors. In their study Analı and Şahin (2020) investigated the problems encountered by newly appointed class teachers working in rural areas such as Van, Şanlıurfa and Bitlis and found out that the teachers working in rural areas state problems of the lack of support from parents, supplying educational materials, linguistic and cultural differences. They declared that teacher candidates working in Eastern and South-eastern regions of Turkey mentioned problems such as linguistic differences (Turkish-Kurdish), communication problems with parents, teaching and learning problems and cultural diversity (CD). Moreover, Erol and Özdemir (2020) assert that in Turkey, the Eastern and

South-eastern Anatolia Regions have lower level-development cities and the presence of security problems originated from terrorism negatively affect the prospective teachers' ideas of being appointed to those regions by adding that geographical and CD also increases prospective teachers' anxiety levels.

The intensity of experiencing such kind of diversity problems in many teachers' first years of profession may affect the educational process negatively. Thus, in addition to cultural, ethnical or social diversity, teacher trainees might also face with learners with diverse learning styles, strategies, bullying problems at schools and so forth. Moreover, age, gender or motivational diversity of learners are some other types of differences that affect the educational process. Luciak (2010) states that policies characterize diversity by different race, language, ethnicity, nationality and largely put emphasis on cultural, religious and linguistic diversity. However, diversity calls for other identity units like gender, physical and mental abilities, social and family backgrounds and so forth. In order to cope with diversity problems at schools, it is important to increase the diversity awareness (DA) of teacher trainees.

For this reason, this study aims to investigate whether DT has positive impact on prospective ELT teachers' DA. Moreover, it is aimed to provide prospective teachers with psychological support by considering their worries and anxiety related with diversity issues in their future teaching experiences. Based on the relevant literature, it may be assumed that DT may appear to have positive impact on teachers' DA.

Theoretical and empirical literature demonstrate that previous DT is a reliable indicator about increasing multicultural awareness, knowledge, and skills of students. In this sense, DT has positive effects on gaining multicultural competence (Hall and Theriot, 2016; Guy-Walls, 2007; Lum, 2010). In their study, Booker et al. (2016) concluded that through DT, multicultural awareness of learners is increased as a result of development in understanding of otherness and conceptions of global understanding of society. Moreover, gaining knowledge on diversity related issues and their applications positively affected the process of appreciating the differences, developing critical thinking skills required for questioning the course materials and the existing diverse surrounding around them. Moreover, through DT they had a chance to question their attitudes, behaviours and language, which led them to become more effective socially responsible communicators. The study, as result, demonstrated that DT carried out for developing multicultural awareness resulted in attitudinal changes among learners.

In conclusion, surveying the theoretical and empirical research on the impact of DT, it is obvious that DT has positive outcomes in developing global understanding, multicultural awareness and appreciating the differences. Therefore, DT is an important issue for educational field of which should be investigated by research studies.

## **1.2. Aims of the Study**

The main aim of this study was to examine whether DT had an effect on developing prospective ELT learners' DA. By offering DT as an intervention tool, it was intended to increase prospective teachers' DA through offering education about diversity related subjects and have them not only recognize, but also appreciate differences.

Moreover, it was also aimed to obtain a general understanding about ELT teacher trainees' awareness on diversity. By administering the questionnaire to ELT learners from all grades, it was expected to gather information about their knowledge, views, notions and understanding on differences that take part in the society.

The third aim of the study was to evaluate the effectiveness of the course and its contributions to the prospective ELT teachers' professional development. Their views and suggestions about the course, its content and implementation were important since offering DT in educational faculties of Turkey is a new and unpractised concept. For this reason, identification of the lacks and determination of the improvements of the process might result in integration of the DT to the curriculums of teacher training departments in Turkey.

The following research questions were formulated in order to attain the aims of the study.

**Research Question 1.** Are ELT prospective teachers aware of diversity issues?

Sub-questions:

1. a. What are ELT prospective teachers' views on diversity?

1. b. What are ELT prospective teachers' views on DE?

**Research Question 2.** Does DT have an effect on ELT prospective teachers' views on diversity?

**Research Question 3.** What are ELT prospective teachers' views on diversity who attended the diversity course?

### **1.3. Limitations of the Study**

This research context of the study gave rise to some limitations. The limitations concerning the context of the study were by cause of the research setting which was applied in a Turkish undergraduate ELT context, set in 'Elective I: Diversity in The Language Classroom' course. This was an elective course offered to the fourth year of ELT learners. Due to the quota limitation of the elective courses (25%), the treatment group is a small sized-one (N=20). Another limitation was the data collection period considering the intervention and teaching practices. The intervention period was 14 weeks during the seventh term and data were collected just before, during and immediately after the intervention process. Moreover, conducting such a research might have positive or negative consequences on the participants' participation to the communicative activities, course attendance, motivation, willingness and so forth. Additionally, the participants' responses to the interview, administered after the treatment, might not also have revealed the truth since some participants may have respond to the interview questions by considering the expectations of the course instructor or the researcher. Lastly, the limitation was the data collection tools as much data could be collected through utilizing several other data collection instruments in order to meet the aims of the study.

### **1.4. The significance of the Study**

The study is significant as it may contribute to the multicultural structure of the society and educational needs of the individuals with the improvement of DA of teacher trainees attending the Teacher Education programs of the universities. Moreover, although this study was carried out for determining the possible positive results of DT for prospective ELT teachers, integrating DT on other teacher education curriculums might have positive impacts for educating teachers who could transform diversity related problems into richness. Additionally, maintaining psychological support to the prospective teachers by giving motivation through DT may encourage prospective teachers to work willingly and achieve success at all kinds of diverse educational settings. As teachers' behaviours and attitudes may

be one of the most important reasons of learners' achievement, enhancing teachers' knowledge and providing support to help them for disposing of their stereotypes and bias towards diversity may positively affect the quality of education and learners' success in prospective teachers' future educational careers. Lastly, regarding the benefits of the DT, the designed course content might influence university instructors for integration of the diversity related subjects or DT to their courses or curriculums at teacher education programs.

## **1.5. Assumptions**

Regarding the context and design of the study, it is anticipated that the participants' classroom reflections, the responses obtained from the questionnaire and administered interview reflected the participants' realistic views, beliefs and opinions. Moreover, an assumption was made with regard to data collection tools and techniques as considering them appropriate and sufficient in order for gathering reliable data to reach consistent results and conclusions to the research questions.

## **1.6. Definitions**

### **1.6.1. Diversity**

According to the definition provided by Clements and Jones (2008) diversity adopts many forms. It is usually thought of in terms of obvious attributes – age differences, race, gender, physical ability, sexual orientation, religion and language. Diversity in terms of background professional experience, skills and specialization, values and culture, as well as social class, is a prevailing pattern.

### **1.6.2. Identity**

Social identity is defined as that part of an individual's self concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership (Tajfel 1974: 69). In an effort to enhance

one's identity, individuals are motivated to join the most attractive groups and/or give an advantage to the groups to which one belongs (in-groups) (Worchel et al., 1998: 390)

### **1.6.3. Self-esteem**

Brown (2007) defines self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself.

### **1.6.4. Self-efficacy**

Self-efficacy is defined as “people’s judgement of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986, p. 391). A person’s self-efficacy is a strong determinant of their effort, persistence, strategizing, as well as their subsequent training and job performance and there is a positive relationship between the teachers’ sense of self-efficacy and their perceived level of language proficiency. (Heslin and Klehe, 2006: 705; Yılmaz, 2011:99).

### **1.6.5. Sex/gender**

Sex” has come to refer to the biological aspects of being male and female. “Gender” typically refers only to behavioural, social, and psychological characteristics of men and women (Pryzgodna and Chrisler, 2000, p. 554).

### **1.6.6. Age differences**

Age has often been considered a major, if not the primary, factor determining success in learning a second or foreign language. Children are generally considered capable of acquiring a new language rapidly and with little effort, whereas adults are believed to be doomed to failure. Although older learners are indeed less likely than young children to

master an L2, a close examination of studies relating age to language acquisition reveals that age differences reflect differences in the situation of learning rather than in capacity to learn (Marinova-Todd, et al., 2000: 9)

### **1.6.7. Intelligence**

Most early theories about the nature of intelligence involved one or more of the following three themes: (1) the capacity to learn; (2) the total knowledge a person has acquired; and (3) the ability to adapt successfully to new situations and to the environment in general (Woolfolk, et al., 2003: 108).

### **1.6.8. Culture**

Culture is a fuzzy set of attitudes, beliefs, behavioural conventions, and basic assumptions and values that are shared by a group of people, and that influence each member's behaviour and each member's interpretations of the 'meaning' of other people's behaviour (Spencer-Oatey, 2000:3).

### **1.6.9. Race/ethnicity**

Race is defined as a group of people who share common biological traits that are seen as self-defining by the people of the group. Ethnicity is described as a cultural heritage shared by a group of people (Woolfolk et al., 2003: 165)

### **1.6.10. Strategy use**

Language learners adopt different strategies while learning a language. Research on learning strategies (LS) has focused on strategy use of certain groups of learners and various variables were associated with learners' strategy preferences. Dörnyei (2005) lists those variables as LS across cultures, gender-variation in learning strategy use, discipline-based variation and relating LS to other ID factors.



### **1.6.11. Learning strategies**

LS as specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language Oxford (1999). O'Malley and Chamot (1990) define strategies as attempts and thoughts/behaviours used by learners to develop linguistic and sociolinguistic competence in target language and to comprehend, learn or retain new information.

### **1.6.12. Learning styles**

Reid (1995) defines learning styles as an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills. He also admits that each learner has his own learning styles and learning strengths and weaknesses and discrepancy between teaching and learning styles lead to learning deficiencies, disappointment and demotivation.

### **1.6.13. Teacher training**

Kumaravadivelu (2012:12-14) proposes three parameters, which could work as operating principles for language teacher education. They are particularity, practicality and possibility. Cross (2003: 41) notes four types of must-have characteristics that an ideal teacher should possess as follows: general level of education, subject competence, professional competence, and attitudes. Teachers should have cultural competence in order to teach diverse groups of learners and future teachers are required to understand how to study with diverse groups of races, cultures and languages in the classroom (Buehler, et al. ,2009; Keengwe, 2010).

## **1.7. Chapter Summary**

In this first chapter of the study, the background information and the rationale for the study were introduced through the research problem, aims, significance and limitations of the study, the research question and the definitions presented.

## Chapter II

### LITERATURE REVIEW

In literature review section, the theoretical basis of the study will be introduced. The field research studies will be discussed in order to support the possible effects of relevant variables on the outcomes of the study. In this respect, this chapter gives an overview of the brief history of language teaching and learning, diversity in language classroom, individual learner characteristics, diversity in teacher training and diversity (across) in Turkish EFL context (s).

#### 2.1. Language Learning and Teaching

Learning entails gaining and changing information, skills, methods, beliefs, attitudes, and behaviours. People acquire cognitive, verbal, physical, and social abilities in a variety of ways and learning theories are notions that describe how people ingest, act, and store knowledge during the learning process (David et al., 2018). In education there are two different types of theories which help to answer a central question: “What is learning?”. While descriptive theory attempts to describe what is learning; prescriptive theory attempts to answer the question of how we help people (Ullrich, 2008). Both of these theories give us methods of how to foster learning.

While seeking answers to questions in the light of research findings, educational psychology deals with investigation of learning complexity: instructional, cognitive, socio-cultural, motivational contributions along with individual differences (ID) and learner characteristics. Educational psychology is a study field positioned at the intersection of education and psychology. In other terms, it is centred basically on application of psychological principles into human learning via research, teaching and practice. Berliner (1992) states that educational psychologists investigate people’s thoughts and feelings while teaching and learning at an intentionally designed educational environment.

In order to understand changes and paradigm shifts in language learning research, to review its recent history may be necessary. Psychologists have generated theories on how learning takes place and tried to explain human learning from different perspectives.

Therefore, many different theories have been constructed for enlightening how people learn and each tried to explain the process by placing the learner into different positions or assigning him/her various roles in the learning process. In this respect, how learning is assumed and explained by behavioural, cognitive and constructivist psychologists will be discussed briefly in relation with diversity in education.

The first view is the behavioural approach to learning which emphasizes that the behaviour itself is learned. Behaviourism explains human behaviour based on observable stimulus-response associations, without considering mental processes. The key elements are the stimulus, the response, and the association between the two. Of primary concern is how the association between the stimulus and response is made, strengthened, and maintained. That is, if some desired outcome is successfully obtained, the response that the human beings give to such stimuli will be reinforced. In the behaviourist view, language learning is realized as the habit formation like any other type of learning. That is to say, through repeated reinforcement, a certain stimulus will elicit the same response again, which will then become a habit (Richards and Rodgers, 2001).

Haslam, et al. (2017) highlight the limitations of behaviourism in four aspects. The first one is that behaviourism mainly deals with the learning processes of organisms and fails in explaining human learning. Secondly, the approach overlooks personality of individuals. Thirdly, it tries to explain motivation from a quite simple perspective, broadly by describing people searching for reward and preventing punishment. However, motivation is much more complex and elaborated phenomena for human beings. Finally, behaviourism underestimates the contribution of human to behaviour. To clarify, any human behaviour is shaped by his/her history and thus learning is a result of people's former learning experiences gained through interaction with his/her environment.

To sum up; it could be asserted that the behaviourist approach to learning is an empirical inquiry on how organisms respond to their environment. Behaviourists mainly concern with how people change their behavioural responses in return for reward and punishment from the environment. However, the concept of diversity is about treating people as individuals and in the learning process, individuals are different in terms of their personality, stages of cognitive development and learning styles and so forth. On the other hand, behaviourism is not concerned with human beings, their personalities or cognitive skills and could be inadequate in understanding individuals' learning processes. In other terms, it

may be inferred that while this approach focuses on observable behaviour, it ignores what is going on in human's mind.

Learning theories began to abandon behavioural models to an approach that relied on learning theories and models from the cognitive sciences through the late of 1950's. Scientists started to believe that mental processes such as thinking, remembering, judging, interpreting and so on play an essential part in shaping human behaviour (Ertmer and Newby, 2013; Aboulafia and Bannon, 2004).

Cognitivism is best understood as a reaction to behaviourism. It gives an explicit account of the underlying workings of the mind, something behaviourism fails to do. The former held that deliberate action derived from a learner's mental states contributed to behavioural and learning outcomes as the student sought to adapt to the learning environment, whereas the latter overlooked processes internal to the learner because they were not observable. Knowledge is conveyed between individuals but is stored as internal mental constructs or representations from a cognitive standpoint (Klinger, 2011). In this sense, cognitivism defends that learning is more than habit formation and put emphasis on more cognitive processes such as knowing, problem solving, thinking, concept formation and information processing.

Cognitivism underlines that people are rational beings rather than beings that merely respond to environmental stimuli and actively participate in the learning process. Thus, according to cognitivists, learning takes place through organizing, storing and linking the new structures into old knowledge. Moreover, from cognitive aspect, motivation puts considerable emphasis on the individual choices. Individuals decide to demand or refrain from some experiences or objectives and strive for fulfilling his/her goals in line with his/her choices so cognitive views on motivation are more internal and based on information processing when compared to behavioural view of external stimulus/response relationships (Brown, 2007; Anjomshoa and Sadighi, 2015).

To conclude, cognitivism defines learning as a mental activity and internal process. Therefore, internal factors such as memory, thinking and motivation come into play in the learning process. Since those factors are different for each learner, individual differences, learners' diverse learning styles and strategies are emphasized in cognitivist approaches. In this sense, cognitivism could be beneficial for explaining diversity in education to some extent.

Constructivism is an approach to teaching and learning based on the idea that learning is the result of "mental construction." In other words, the basic idea of constructivist theories is that individuals construct their own meaning through experience, which means that students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. Constructivism diverges behaviourism and cognitivism in many ways by claiming that the learner is intrinsically-motivated, reality is constructed and finally determined by the learner so the role of the learner has assumed all responsibility. Thus, according to constructivists learning should be problem-based, and through discovery learning; the learner constructs his or her own personal reality via experience. In this regard, learning could be accepted as a personal interpretation.

The constructivist approach can be generally divided into two different interpretations as psychological and social constructivism. Psychological constructivism is based on the studies of Jean Piaget and his theory describes learning as a process that happens individually. Piaget's theory supports a holistic approach and assumes that learning is a developmental process and claims that (Kaufman, 2004) accepting that learners enter the classrooms with concepts (ideas, beliefs and opinions) already in their mind and the teacher's role is to facilitate the modification of these existing concepts to construct new knowledge (Abdal-Haqq, 1998). However, Piaget's theory has been criticized due to neglecting social and cultural factors which influence the learning process. Vygotsky examined the social roots of thought and suggested that children's thinking and meaning-making is socially constructed and arises of their social interactions with their environment (Kaufman, 2004). Social constructivism admits that learning is an active, personal and subjective process for an individual which is continuously being tested by hypotheses through social interaction. In that sense, a learner is the one who makes sense of environment according to his or her own experiences, beliefs, and knowledge through social negotiation.

According to Biggs (1996, 1999) a major challenge for teachers is to arrange the diversity of student presage factors with standardised learning outcomes. Dawson (2010) puts forward that the presage factors are previous learning experiences, motivation towards the subject of the study, expectations towards the success, academic aptitude, and competence in the language of instruction. She affirms that all those factors are driven by the students' cultural background and this requires a flexible, emphatic, and imaginative teaching practice and every class and every cultural combination of students demonstrates a new chance of

experiential intercultural learning both for the teachers and students. In this respect, she emphasizes the importance of understanding aforementioned concepts for facilitating learning in terms of ethnically, culturally and socio-economically diverse learners since understanding the presage factors, which in theory encompass personological and situational factors, may be a basis for further learning.

All in all, it could be stated that constructivism defines learning as the active construction of new knowledge based on a learner's prior experience and this construction occurs individually and socially. Since individuals construct new meaning based on their previous social and cultural knowledge, constructivism might be the most adequate approach to support diversity in education. In other terms, ethnic, cultural, socio-economic diversity may result in challenges about understanding foreseen factors for achievement, but understanding diversity might pave the way for providing equality for all learners and creating an emphatic and successful learning environment.

## **2.2. Teachers' Role**

Teachers play several roles in a language classroom. These various roles within the classroom help to facilitate learning. The term “facilitator” describes a specific type of teacher who is democratic rather than autocratic, and who promotes learner autonomy through use of groupwork and pairwork and by acting as a resource rather than a transmitter of knowledge (Harmer, 2007). The teacher's role in a constructivist classroom is to prompt and facilitate discussion by directing questions as a guide in order to make his/her students develop their own conclusions on the subject (Sharma and Bansal, 2017). To facilitate learning is the aim of any committed teachers and different teachers' roles may be effective in this process.

Scrivener (2011) suggests three categories of teaching styles under the title of three kinds of a teacher. The first type of teacher is the explainer that the teacher relies largely on explaining or lecturing in order for conveying knowledge to the students. The second type is the involver which the teacher tries to involve the learners actively and struggles to find interesting and appropriate activities while still holding control over the classroom. The third and the last type is the enabler teacher who acts as a guide or counsellor by enabling the students to take responsibility in their own learning that greatly supports autonomous learning atmosphere.

Harmer (2007) classifies teacher roles in five categories namely controller, prompter, participant, resource and tutor. According to him, firstly, the teacher could act as a controller which means the teacher is mostly the centre of focus- 'the knower'; and in complete charge of the class, what students do, what they say and how they say it. This role has obvious disadvantages since it prevents students from accessing their own experiential learning just by concentrating everything on teacher and assigning the teachers as the transmitter of knowledge. However, acting as a controller could be turned into an advantage in some occasions such as when introducing a subject, giving lecture, arranging a question and answer work, especially to a larger group of people.

Secondly, the teacher may act as a prompter in a class which means the teacher encourages students to participate and makes suggestions about how they may progress in an activity. Briefly, the teacher would help students only when necessary if s/he adopted a prompting role.

The third kind of teacher is the participant which the teacher joins the activities, making the learners carry on with the activity and only intervene when correcting mistakes or giving feedback. While acting as a participant, the teacher should take care of not dominating the activity by being too overpowering, but s/he should help to enliven the class atmosphere and let students enjoy the activity rather than being perceived of as 'the authority'.

Another role acted by teachers is resource and in this role, the teacher is the one who give sources, for e.g., dictionaries, books, various resources and whatever they need to the students in order to do activities. Thus, when a teacher acts as a resource this means that s/he would like to be supportive, helpful and reliable in students' eyes.

Lastly, the teacher could adopt tutor role, which is a combination of the roles 'prompter' and 'resource'. When acting as tutor, the teacher helps students by giving directions, asking questions and so on in order to support their learning. The teacher as a tutor works with small groups because it is not suitable for building an intimate relationship with larger group of students. In this role, the teacher should ensure that each student has an access to himself/herself; otherwise, some of them may feel upset.

As seen, all the roles of a teacher are valuable and effective in teaching according to what the teacher wishes students to achieve. For instance, some activities or students' characteristics might require much more authoritative positions; whereas on other occasions it could be more suitable to organize an activity by undertaking a less dominating role. What a

teacher needs is to be able to judge and switch among the roles at appropriate time and occasion. Moreover, since all learners have diverse personalities, learning styles and strategies, it is possible that they might not participate in classroom activities equally. Additionally, EFL teachers can make their classrooms more diverse by addressing the following:

- Develop a strong understanding of one's own ethnic and cultural identity (as a teacher).
- Develop your own viewpoints on various ethnic and cultural groups.
- Learn about all forms of prejudice and racism and how to avoid them in the classroom.
- Investigate the connections between language, culture, and second language acquisition.
- Learn about diverse ethnic groups' learning patterns and strive to accommodate them.
- Learn about each student as an individual, not as a representative of a specific ethnic group.
- Use educational resources that reflect a variety of cultural perspectives (Farrell and Jacobs, 2010).

Similarly, Aziz and Kazi (2019) put forward that it is teachers' duty to generate a supporting environment for their students in order to encourage more active participation as students' motivation for active participation is prompted by teachers' use of various instructional strategies. In this sense, it could be assumed that teachers have an important role in providing an effective learning environment and it is the teachers' task to have learners gain interest on learning subjects and motivation towards success. In order to accomplish this duty, it could be claimed that teachers should be aware of diversity, diversity issues effecting learners' success and be able to use diverse instructional strategies appealing to diverse learner profiles in classroom setting. Furthermore, diverse structure of classroom environment creates opportunity for teacher and students practice experiential intercultural learning and teachers' awareness and knowledge on diversity allows for implementing adaptable, imaginative and emphatic teaching strategies, methods and activities (Dawson, 2010).



### **2.3. Students' Role**

Constructivist epistemological theory is in the same way grounded on the principle that learning is an individual, active process of constructing knowledge based on personal experiences. Learning takes place through students continuously testing hypotheses about the environment through social negotiation (Dawson, 2010). Therefore, when learners experience new situations, they build upon their prior knowledge generated from their former experiences. The characteristic features of learner centered-instruction are determined by consolidation of progressive theoretical perspective on education together with the constructivist epistemological view, constructivist pedagogy, metacognitive, cognitive, affective and socio-psychological theories (Yılmaz, 2008).

One view on learner-centeredness is asking learners to contribute to the overall design of course content and the selection of learning procedures. A second view is that of asking learners' contribution in designing language learning activities so as to have them better comprehend the classroom activities. A third view is to support learners to undertake higher degree of responsibility for their own effective learning. A fourth view is that of using a methodology that allows learners higher control over the learning process. These four views on learner-centeredness teaching proposes a far broader range of roles for the learner than those implemented in a traditional, teacher-centered classroom (Hedge, 2000).

Diversity is an inherent property of each classroom. Teachers must accept that knowledge is constructed by learners differently and is a brand of the human mind. All learners need teaching strategies which awaken the unique interest and desire to learn. The challenges of a diverse student population come into prominence and the use of constructivist teaching model may assist teachers in meeting with some learning challenges of the diversity among their students and constructivist teaching is the most effective teaching strategy in working with diverse learners at inclusive classrooms (Akpan and Beard, 2016). Multicultural education is one response to the growing desire for equality for all groups as well as the increasing diversity of the school population. All students, regardless of their membership in groups such as gender, ethnicity, race, culture, social class, religion, or exceptionality, should have equal access to educational opportunities in schools (Woolfolk et al., 2003). Multicultural education is largely recognized as a type of education and instruction designed for integrating different cultural history and context into educational materials. Thus, students are expected to play an active role in achieving experiments and arriving at their own

conclusions (Keppler, et al., 2016). In this regard, students contribute to the overall design of the course content, learning activities, and learning procedure as they are encouraged to take learning responsibility.

Students, their backgrounds, ethnic, cultural and linguistic heritages are placed at the centre of teaching and learning process in multicultural education. Moreover, students' cultural backgrounds stimulate students' pre-existing knowledge systems derived from early experiences and those have important effects on the learning process and the learning outcomes. In other terms, teachers' DA and use of multicultural teaching strategies in cooperation with students' cultural backgrounds shape the process and outcomes of learning. In this sense, teachers assist students in developing new insights by taking their experiences/interests derived from their cultural backgrounds into account. Additionally, by supporting a diverse educational environment, teachers may help to develop their students' understanding and appreciation of diversity. Farrell and Jacobs (2010) suggest that in order to accommodate diversity in their learning, students must also play a part. Students, for example, must accept and welcome every one of their peers, regardless of where they originate from geographically or politically, or what differences they may have. In this sense, students may also take part in integrating diversity into the learning process.

#### **2.4. Diversity and cognitive development/memory/metacognitive skills**

Diversity is an important property of education and it is also interrelated with cognitive development, memory types and metacognitive skills of individuals. Cognitive development might be defined as how people's thinking changes over time. After recognized that learning is a dynamic mental process, educational psychologists drew attention to how people, think, learn concepts, and solve problems (Woolfolk et al., 2011). According to cognitive view, knowledge is learned, and changes in knowledge enable possible behavioural changes. In other words, knowledge could be defined as both the result of the previous learning and the guide of new learning. Bjorklund (2011) puts forward that cognitive development continues as a result of the active and mutual activity of internal and external factors; is constructed within a social context; consist of both stability and flexibility over time; involves changes in the way information is represented; and children develop growing intentional control over their behaviour and cognition.

In order to examine the development of thinking from infancy to adulthood, many psychologists established theories and one of them was Piaget's Theory of Cognitive Development which draws attention to four factors, that is, biological maturation, activity, social experiences, and equilibration which affect the changes in thinking. According to Piaget, cognitive maturation and language acquisition are strictly interwoven procedures. Piaget divided cognitive development into four major stages, or periods: (1) sensorimotor, (2) preoperations, (3) concrete operations, and (4) formal operations. Stages of Cognitive Development is summarized and shown in Table 1: (Huitt and Hummel, 2003).

Table 1.

Stages of Cognitive Development

Stage	Description
<b>Sensorimotor stage (Infancy)</b>	The stage has six sub-stages. Intelligence is shown by motor activity without using symbols. World knowledge is developing and limited because knowledge is gathered through physical experiences and interactions. Object permanence (memory) is acquired at about seven months. Children develops new intellectual skills via physical development. Some symbolic (language) skills are developed at the end of the stage.
<b>Pre-operational stage (Toddler and Early Childhood)</b>	This stage is comprised of two sub-stages. Egocentric thinking is dominant. Imagination and memory are developed. Intelligence is demonstrated by using symbols and language use. Memory and imagination are developed. Thinking is done in a illogical, irreversible way.
<b>Concrete operational stage (Elementary and early adolescence)</b>	Egocentric thought weakens. Intelligence is demonstrated through logical and systematic use of symbols of concrete objects. This stage is categorized by seven types of conversation: number, length, liquid, mass, weight, area, volume. Operational thinking develops.
<b>Formal operational stage (Adolescence and adulthood)</b>	Intelligence is shown by logical use of abstract concepts. There is a return to egocentric thought at the beginnings of the period. Many people do not think formally during adulthood.

Those stages are generally connected with specific ages and Piaget admitted that all people go through the same four stages in precisely the same order. With his Theory of Cognitive Development, Piaget places stress on the role of maturation in children's increasing capacity to realize their world. In other words, he puts forward that children should pass over some periods and be matured enough to carry out certain tasks. In this sense, Piaget's theory is important for teachers because teachers might provide appropriate learning conditions by

paying attention to students' thinking abilities, their ways of solving problems, deciding on the suitable instructional methods and materials for their levels.

Another important theory about children's cognitive development enlightening how people learn about the world is Vygotsky's Sociocultural Theory. The main theme of Vygotsky's theoretical framework is that social interaction plays a central role in the development of cognition. Vygotsky assumed that learning takes place on two levels, which is first, through interaction with others (intrapyschological), and then integrated into the individual's mental structure (interpsychological). Moreover, the concept of zone of proximal development was developed by Vygotsky, area where the child cannot solve a problem alone, but can be successful under adult guidance or in collaboration with a more advanced peer (Woolfolk et al., 2011).

According to the sociocultural concern of Vygotsky's theory, it should be teacher's task to explain, model, and use assisted learning, or guided participation in the classroom. "Scaffolding - a form of adult assistance that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood, et al, 1976). Blake and Pope (2008) affirm that a teacher's classroom using Vygotsky's theory to guide his or her instruction, s/he should have students participate in scaffolding, small groups, cooperative learning, group problem-solving, crossage tutoring, assisted learning, and/ or alternative assessment.

To sum up, even though Piaget and Vygotsky have different perspectives concerning cognitive psychology, the use of both theories in classrooms has many advantageous for teachers and students. As Pritchard (2008) summarizes both Piaget and Vygotsky are constructivists and they believed that individuals actively construct their own knowledge and understanding. While Vygotsky emphasized the significance of individual's participation of social interaction, Piaget underlined the internal motivation to adjust new information with existing knowledge and understanding. In this regard, those developmental theories could assist teachers in gaining insight about the cognitive developments of the learners and plan their instructional decisions.

Thinking and learning are described in terms of cognitive processes that reflect and explain how people process, retain, and use information in information processing (IP) models (Jorczak, 2011). The human mind, like a computer, takes in information, manipulates it to change its shape and content, stores it, retrieves it when needed, and generates reactions

to it. As a result, processing entails acquiring and representing information (encoding); storing information (storage); and retrieving information (retrieval) (Woolfolk et al., 2011). Visual information is converted from photic to neuronal energy in a universal fashion in humans, but how that information is organized, and whether it is processed beyond the sensory level, is dependent on individual differences (Szalma and Hancock, 2005). In this respect, information processing and memory may be regarded as diverse cognitive aspects of human beings that differ from individual to individual.

Memory is one of the major areas of cognition studied by researchers. Bjorklund (2011) describes memory as general talent or faculty that helps us to analyze the perceptual world to aid in the organization of responses to changes in the world. There are number of theories about cognition or cognitive development and traditionally, according to Lutz and Huitt (2003) the most widely used model of information processing is the stage theory model, based on the work of Atkinson and Shiffrin (1968). Information-processing theories are built on a set of assumptions regarding how humans acquire, store, and retrieve information, which guides us to examine the relationship between learning and memory. The stage theory model identifies three kinds or steps of memory: sensory memory, short-term or working memory, and long-term memory.

Sensory memory represents the first stage of stimuli (sounds, smells, sights, etc.) perception and although the capacity of sensory memory is huge, vast amount of sensory information is temporal. Sensory memory stage is temporally limited which means that information stored here begins to weaken quickly if not transferred to the next stage. In other terms, perceptions that are not transferred into a higher stage will not be incorporated into memory that can be recalled. The transfer of new information rapidly to the next stage of processing has a critical importance and in order for this, perception and attention are crucial at this stage. Therefore, it might be suggested that sensory memory acts as a doorway for all information that would become part of memory.

After perceived or changed into patterns of images, sounds or other types of sensory codes, the information in sensory memory becomes accessible for further processing. Woolfolk et al. (2011) defines working memory as the 'workbench' of the memory system. They state that it the part of memory where new information is grasped temporarily and connected with knowledge from long-term memory. Therefore, the content of this memory stage could be described as what is presently being thought. Short-term memory has a very limited capacity that it is only about five to nine separate items at once and unplanned

information will begin to be lost from it within 15-30 seconds if other action is not performed (Lutz and Huitt, 2003).

Working memory refers to whatever one is thinking on at any given time, which is usually for a brief period, usually less than thirty seconds (Williams and Burden, 2000). Working memory holds the currently activated information and it is long-term memory's duty to hold the well-learned information. Moreover, whereas the capacity of working memory is limited, the capacity of long-term memory could be notified as unlimited because if information is saved in long-term memory strongly, it is possible that it would survive there permanently. Additionally, in order for accessing to information in the long-term memory, one needs time and effort for search and retrieval.

Some people are better at remembering and learning than others. Executive control processes, which direct the flow of information through the information processing system, explain this. Control processes include things like attention, maintenance rehearsal, elaborative rehearsal, organization, and elaboration. Because these executive control mechanisms can be utilized to manage cognition, they are sometimes referred to as metacognitive skills (Woolfolk et al., 2011). Metacognition could be defined as a person's awareness of his or her own cognitive mechanism and how the mechanism works (Su-Bergil, 2021). Language learners' willingness to transfer or adapt their learning to new activities is determined by metacognition. Some learners, for example, may be more knowledgeable about language learning, thinking, and identifying methods for a task, and hence do better. Furthermore, learners have varying levels of conscious meta-strategic higher-order thinking; thus, a link between metacognition and language learning performance can be established, and metacognition is one way for language learners to recognize their strengths and weaknesses as task performers or test takers (Feng Teng, 2019).

According to studies, young children have limited working memories, but their memory span expands as they get older. Processing efficiency may improve as the child's brain and neurological system age, allowing for additional working memory space. Furthermore, some differences in metacognitive abilities might be considered as the result of development because when students grow older, their capacity of using strategies and metacognitive skills might increase. However, this does not mean that all the difference in metacognitive skills are the result of age development because students from the same age might have different level of metacognitive abilities. This situation could be related with other

factors such as biological differences or differences in learning experiences. (Woolfolk et al., 2011).

Lutz and Huitt (2003) assert that educators must guarantee that new information is processed in such a way that it can be retained in long-term memory in order to have learning takes place. Therefore, in order to make new information meaningful, teachers should give instruction in a way that enables students to access and associate previous learning with the new information easily. For instance, by employing linkword technique and advance organisers strategy, teachers help learners to link new learning to what they already know in order for enhancing their memorisation of information (Williams and Burden, 2000). To broaden, the different strategies employed the teacher in the teaching-learning process might play a vital part in the growth of the educational process, guaranteeing better coding, storage, and retrieval of what was taught. Thus, this could have a direct impact on the student's memory and attention.

Approaches to learning are important in dealing with what happens in learning a foreign language. In other terms, approaches to learning describe various factors affecting foreign language learning and influencing the role of input and output in this process. The first step to learning is that a learner must be aware of a need to learn and individual learner characteristics and language processing cannot be studied in isolation from social factors/settings and input/interaction (Gass and Selinker, 2008; Ellis, 2008). In this sense, approaches to learning try to explain the diverse nature of learners since each learner is unique and diversity in their cognitive, affective and conative characteristics all contribute to learning process. Although all language acquisition theories recognise the significance of input, they differ substantially in how they prioritize it. There are five stages in learners' language learning process: (a) apperceived input, (b) comprehended input, (c) intake, (d) integration, and (e) output. Figure 1 presents a schematic view of the model of language learning process.

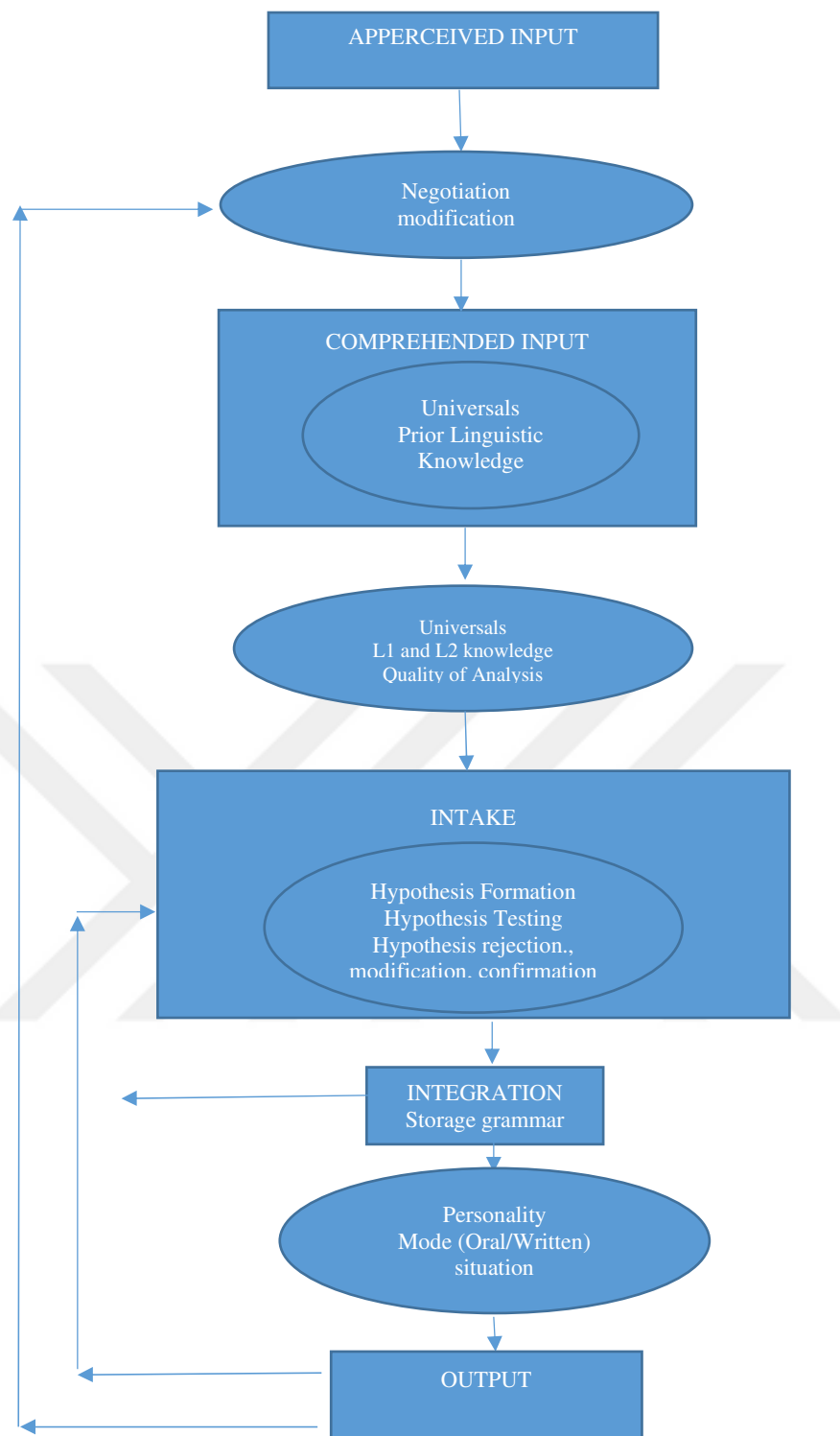


Figure 1. A model of second language learning/acquisition by S. Gass (1988). Integrating research areas: a framework for second language studies. *Applied Linguistics*, 9, 198-217.

The first level of providing input is called apperceived input. Apperception is the assimilation of a newly observed features of an object based on experiences. In other words, experiences affect the selection of what might be called as noticed material. It is a cognitive action done by humans when a new linguistic form is identified as being related with some



previous knowledge. While some aspects of language are noticed by a learner, some others may not be perceived due to some mediating and filtering factors (Gass and Selinker, 2008).

Firstly, frequency of the input is an obvious factor for noticing the input. One of the important factors is affect including categories such as social distance, status, motivation, and attitude. Another important factor determining the apperception of a new language data is prior knowledge since learning comprises of integration of new knowledge with prior knowledge. Prior knowledge may contain knowledge of the native language, knowledge of other languages, existing knowledge of the language being learned, world knowledge, language universals and so on. The last factor having role on apperception is attention and it is important for a learner to attend to the input in order to recognize the new language data. (Gass and Selinker, 2008). All these factors play an important role in students' success or failure during the language learning process since they determine learners' understanding and the level of understanding in language learning.

The next step in language learning is the concept of comprehended input. While apperceived input could be defined as the awareness about the new language data, which is not yet the component of the learners' foreign language, comprehended input, is one-step ahead of appreciation. Comprehended input could be analysed and it is could be probably assimilated through the intake process. On the other hand, there are also some factors determining the comprehension of the language data. Firstly, comprehended input is affected by the level of analysis of the input a learner achieves. Secondly, time is an important factor for comprehended input. Moreover, a learner's prior linguistic knowledge (knowledge of the native language, knowledge of the target language, language universals, knowledge of other languages) determine the input comprehension since linguistic knowledge is not isolated and it could be claimed that new information needs to be attached to prior knowledge in order to become meaningful (Gass and Selinker, 2008).

The following level in language learning is the process of 'intake' which is defined by Ellis (2008) as part of the linguistic data processed from the input that learners perceive and keep in working memory for further processing. Therefore, 'intake' might be recognized as the limited amount of input that stays in the reservoirs of learners' long-term memory. It is the place where hypothesis are formed, tested, rejected, modified or confirmed by the language learner.

After language intake occurs, Gass (2008) identifies four possibilities: The first one is the learner's acceptance or rejection of an existing hypothesis and the second involves learner's use of the intaken element to make an existing hypothesis stronger. The third one is storage that is the learner put the intaken element into storage and make it available to integration, but it is not clear when s/he will use it. The final possibility is that the learner does not use the intaken element. Kumaravadivelu (2006) classifies the intake factors in six categories by an acronym INTAKE:

**I**ndividual factors: age and anxiety;

**N**egotiation factors: interaction and interpretation;

**T**tactical factors: LS and communication strategies,

**A**ffective factors: attitudes and motivation;

**K**nowledge factors: language knowledge and metalinguage knowledge;

**E**nvironmental factors: social context and educational context.

Considering the categorization of intake factors offered by Kumaravadivelu, it is clear that individual, tactical, affective and environmental factors determine intake and facilitate L2 development. In this sense, factors such as age, anxiety, LS, motivation and culture play a role in the effectiveness of intake processes.

The final stage of the language learning process is the output process. Ellis (2008) affirms that according to Gass, output is an explicit indicator of a successful acquisition process and also stands as a source of acquisition when it serves as a means for testing hypothesis.

The steps of language learning are attempted to be discussed step-by-step. However, it would be claimed that language learning process is highly affected by ID. To clarify; some students might be more successful in learning a foreign language than the others. The success or in language learning might be the result of diverse non-linguistic factors such as age, aptitude, motivation, attitude, gender, cognitive development and memory, intelligence, culture, learning/thinking styles- critical thinking, self-esteem/identity/self-efficacy, strategy use, creativity, social interaction, needs, affect and so on.

Those differences among learners in EFL (English as a Foreign Language) class could be labelled as learner diversity. Farrell and Jacobs (2010) argue that in language class,

diversity is observed among language learners through their different backgrounds, e.g. ethnic, religious, social class, first language, sex and gender, sexual orientation, success levels, learning styles, intelligences and use of LS. It could be claimed that learner-centred instruction centralize the learner into the focus of the teaching process by supporting that effective language teaching could only be realized by accepting that each learner is unique. Farrell and Jacobs (2010: 71) affirm that a main principle of learner-centred instruction is that each learner is diverse and that effective language teaching should not only celebrate this diversity but also take it into consideration while organising lesson plans, activities, and materials.

## **2.5. Diversity**

Diversity refers to the differences among a group of people and as all people are all different, diversity embraces everyone. Diversity is a natural reality of a class. In a class, all learners might be accepted as diverse since every individual has different characteristics that influence their learning. Liu and Nelson (2018) categorizes diversity sources in three aspects. The first one is that differences may arise from culture, economic class, L1 language variety or their multiple combinations. They also state that the second source of diversity in a class may be derived from students' different preferred learning styles and strategies. Lastly, they add that another form of diversity takes its source from the different amount or orientation of motivation that the students' have or demonstrate.

"Diversity" has diverse meanings for different persons and situations in general education. In language education, we see diversity in the mix of second language students we have in our classrooms in terms of backgrounds, such as ethnic, religious, social class, and first language, sex and gender, sexual orientation, achievement levels, learning styles, intelligences, and use of learning strategies, as well as sex and gender, sexual orientation, achievement levels, learning styles, intelligences, and use of learning strategies (Farrell and Jacobs, 2010).

Similarly, Bucher (2015) asserts that while mentioning elements of diversity, components such as religion, learning style, communication style, personality type, family background, religion, sexual orientation are generally neglected, but those may be regarded as more important elements than gender and race by some other people. Moreover, he adds that

just concentrating on differences and ignoring similarities creates fear so how people approach diversity will make all the difference.

## **2.6. Diversity and Education**

A classroom hosts both teachers and learners from diverse geographical, economic, social, linguistic, cultural backgrounds. Therefore, as diversity is a natural property of a classroom, DT for teachers becomes important in teacher education. DE addresses to all strategies that allow for developing diversity consciousness. In other terms, DE helps to develop awareness, understanding and gain knowledge on sorts of skills related with diversity. Thus, DT aims to make students gain consciousness towards multi-culturalism, ethnicities, socio-economic classes, learner differences and so on.

Many teacher education programs struggle to better prepare preservice teachers to respond correctly to the multiplicity of diversity they will encounter in the classroom. As a result, teacher educators are under increasing pressure to provide diverse experiences for their students in order to assist them develop cultural skills, cultural knowledge, and an appreciation of similarities and differences between/ among cultures. In other words, future instructors will need to know how to engage with pupils who represent a variety of ethnicities, cultures, and languages in the classroom (Keengwe, 2010).

Bucher (2015) puts forward that gaining consciousness towards diversity is more than being knowledgeable about or aware of differences. He describes it as understanding and valuing diversity among people. Moreover, Banks and Banks (1993) emphasize that effective teachers certainly must possess methods and materials suitable for multicultural education. However, their own beliefs and attitudes related with diversity and equality in education are also important since the best multicultural teaching materials become useless when the teacher lacks tolerance on diversity.

In this sense, it could be asserted that DT for teachers should offer more than introducing diversity related educational issues. Rather, they should also aim to make teachers gain understanding and tolerance towards differences that they may encounter during practising their professions. Tezgiden Cakcak (2015) affirms that DT should both help teachers or teacher trainees to eliminate some their biases and stereotypes about the other and have them appreciate diversity and work for overcoming all kinds of injustices about all sorts

of issues related with gender, social class, ethnicity and so forth. Demir and Başarır (2013) affirm that teachers' and pre-service teachers' opinions on multicultural education are positive, according to studies conducted in Turkey and around the world. However, rather than having favourable thoughts or attitudes toward multicultural education, it is critical to translate intercultural awareness, knowledge, and abilities into behaviour. In this sense, it is crucial for teacher education programs to offer content knowledge together with the skills necessary to put students' knowledge perceptions on diversity and multicultural education into practice.

## **2.7. Diversity in Language Classroom**

In language education, the term 'diversity' is used to refer to the differences of students in terms of many aspects such as learning styles, intelligences, use of LS, backgrounds, e.g. ethnic, linguistic, religious, social class, gender, achievement levels and etc. Since each learner is unique, an effective language teaching should not only celebrate those differences, but also take them into account when designing the courses. In other words, a skilful language teacher should accept diversity and consider the differences while preparing lesson plans, determining the teaching aids, activities and materials. As mentioned, diversity is related with various aspect of learners and these aspects will be discussed in detail.

Any conversation of diversity begins with EFL teachers since they all need to be more aware of who they are as people and as language teachers. EFL teachers, as individuals, must develop a critical awareness of who they are in terms of their own background factors, such as race, ethnicity, gender, and socioeconomic status. This understanding allows them to see how a person's background influences who they are, what they do, and how they feel about themselves and others. If EFL teachers are better prepared to get insight into their students and how their backgrounds affect them, they can have a deeper grasp of them (Farrell and Jacobs, 2010).

Yılmaz and Şekerci (2016) declare that while teaching to learners having diverse native-languages, teachers adopt several in-class solutions such as, asking for help from a student to act as an interpreter, using body and sign language, trying to learn the learner's native language, banning to use his/her native language in the classroom, teaching concepts by using songs and picture books, completing stories, utilizing visual and auditory material, using body language. Similarly, İflazoğlu , et al. (2011) assert that the ways to cope with such

difficulties is to utilize visual materials predominantly, doing activities to develop vocabulary, one-to-one interaction individually, constant repetition, widely using songs, nursery rhymes, fairy tales, using body language, gestures and mimics while speaking.

## **2.8. Diversity and identity/self-esteem/ self-efficacy**

The phrase "self-concept" refers to the sum of all of our ideas and beliefs about ourselves that contribute to our feeling of personal identity. Many academics have focused on certain components of the self-concept, such as self-image (our own perception of ourselves), self-esteem (evaluative sentiments connected with our self-image), and self-efficacy, due to the complex character of the self-concept (our beliefs about our capabilities in certain areas or related to certain tasks) (Williams and Burden, 2000).

Self-concept could be described as the image that people have about themselves. Hilgard, et al. (1979) define self-concept as the combination of ideas, feelings, and attitudes people have about themselves. On the other hand, self-esteem is a person's personal evaluation about himself. Therefore, while self-concept is a cognitive construction, which could be defined as a belief, about who you are, self-esteem is an affective response to an assessment of who you are.

According to the well-known definition by Cvencek and Greenwald (2020), self-esteem is personal judgments of worthiness shown in the individual's views toward oneself. In other words, it indicates the degree to which the person trusts himself to be important, successful, and worthy be able to perform.

'Self-esteem' and 'self-efficacy' might be too similar concepts, but there is a slight difference between them. In brief, whereas self-esteem refers to a general judgment of one's worth or value (being), self-efficacy points out more on feeling that one can succeed in a particular task (doing).

Students with higher self-esteem could be considered as more successful at school because it is possible that they feel capable of completing tasks or activities. However, low self-esteem might result in lack of confidence and pessimism in doing tasks and activities. A substantial amount of studies has consistently shown that there is a positive relationship high self-esteem and academic achievement (Aryana, 2010; Subon and Unin, 2020; Arshad et al., 2015; Zhao et al., 2021). Woolfolk, et al., (2011) found that learners' self-esteem is

influenced as a result of their satisfaction with the school, their perception that classes were interesting, care, feedback and evaluations given to them by their teachers. Thus, in language classes, any language teacher could be claimed as responsible for increasing students' self-esteem and make a difference in his/her students' judgements about themselves in particular subjects.

Self-efficacy was introduced by Bandura and might be described, as the one's belief about his/her own abilities, specifically his /her ability to meet the challenges and accomplish a task. Self-efficacy can be described as people's beliefs in their capabilities to fulfil a task and also it is a major factor in anticipating students' performance (Raofi, et al., 2012; Bandura, 1986). Thus, it could briefly be defined as an individual's confidence in his ability to complete a task or achieve a goal. Many studies have demonstrated that there is a significant correlation between self-efficacy and academic achievement. (Kırmızı, 2015; Motlagh et al., 2011; Behjoo, 2013; Hayat et al., 2020). Balaman Uçar (2016) mentions individual's beliefs about their efficacy in a specific area may enhance his/her motivation and guide him/her to set higher purposes for themselves and work hard to achieve them. The distinction is that while self-efficacy is related to a one's belief in his/her capacity to succeed, motivation is associated with an individual's desire to succeed. In this sense, it could be put forward that self-efficacy is closely related with motivation and higher efficacy may lead learner to keep his/her goals high and work harder to reach them.

Therefore, teachers might be not only expected to value and accept all students' attempts and achievements, but also care for students individually by communicating and evaluating them and giving feedback. In this aspect, it could be important to create an environment that would make students feel recognized, supported and encouraged by teachers. For this reason, DE for teachers could be beneficial to train teachers recognizing, valuing and appreciating diversity of learners that might probably lead to increase in students' self-esteem, self-efficacy and academic achievement.

## **2.9. Diversity and sex/gender**

In general terms, 'sex' refers to the differences in biological characteristics between males and females and is assigned at birth. Gender, on the other hand, pertains to social status, and is related with expectations from society and how men and women are supposed to

behave, think and etc. Briefly, it might be put forward that it is about act rather than physical characteristics.

As Brown (2007) suggests sex has an effect on both comprehension and production of language and gives examples to differences between male and female use of language. Brown states that girls have been found to use more 'standard' language in comparison with boys that continues through adulthood. In line with this, regardless of social characteristics such as class, age, etc., women are likely to use more standard language than men (Romaine, 2003). Moreover, Brown (2007) mentions that compared to men, women seem to use language indicating more uncertainty by using tag questions, hedges and so on, which make them seem to have less confidence in what they say. Furthermore, he states that men interrupt more than women do, and use stronger expletives, while women use more polite statements. Additionally, he states that males appreciate on status and report talk, compete for right to speak, while females value relation and harmony, satisfying their role as more collaborative and promoter conversationalist dealing with their partners' positive face needs.

Gender diversity is a popular issue of diversity in a classroom. Teachers should be aware of gender diversity since male and female learners learn in different manner. Moreover, gender differences might influence topic interest that is; male and female learners may dissimilarly react to course topics. Examining gender differences in the choice of subjects for classroom discussions Svirina and Ashrapova (2020) found out that while female learners interested in topics such as clothes and leisure activities, males liked to discuss computers and school activities. Additionally, Alshebl (2021) investigated gender differences in class and ascertained that while females are mostly interested in fashion and beauty, males preferred topics on sport and history. Teachers should take gender preferences of topics into consideration in order to provide equal participation to interactions and classroom tasks.

The relationship between gender and language learning is an important issue to be considered in language class. According to Sunderland (2000) in some settings, females may be more prone to study foreign and languages and that they may outperform males in this area. Additionally, Ellis (2008) hypothesized that females could be better at L2 learning compared with males since they are probably more open to new language structures in the L2 input and they will be more likely to free themselves of interlanguage forms that differentiate from target-language rules. Furthermore, Rowlett and King (2017) support that in gender and language education research, it is suggested that men and women have different communication styles when learning a second language, that female learners are usually more



talented than male learners, and that women use more successful LS than men. Moreover, girls have outstanding foreign language performance and achievement in languages and this might be related to more general learning patterns or styles considering female language LS (Oxford, 1994).

## **2.10. Diversity and Age**

Age is a factor that should be thought while designing courses. Teaching to adult learners and children is not implemented in the same way regarding their cognitive and biological development. While teachers are much clear in fulfilling the aims of the activities, it is difficult to guess the aims of the students about the purposes of various activities. However, the mismatch between teachers' and students' aims in achieving tasks and activities may be resulted in failures. For this reason, some factors should be taken into consideration while making decisions about how and what to teach since learners' role vary by those factors. Firstly, the age of students is one of the main factors determining the decisions of teachers in the educational process since students from different ages have different cognitive skills, abilities and needs.

In other terms, teaching to children and adult learners is not carried out in the same manner regarding their biological and cognitive growth. For instance, while it is more effective to teach language through plays and songs to the students at younger ages, adults will largely use abstract thought while learning a language. Moreover, it is largely believed that "the younger the better" in language learning because when young children move to a new country, they seem to produce the language faster and quite easily. One of the most shared views about age and language learning is that young children learn faster and more successfully than any other group. However, Harmer (2007) affirms that older children (children from about the age of 12) appears to be far better than younger ones in most aspects of acquisition except for pronunciation skill. Learners between the ages of eight and twelve are faster in early acquisition of second language abilities, according to short-term and long-term studies, and they maintain this advantage over younger students between the ages of four and seven (Gömlöksiz, 2001). Thus, it might be put forward that the only advantage for an early start could be better pronunciation.

Some research on the second language development of younger and older learners learning in similar situations have demonstrated that older learners are more effective learners than younger due to using of their metalinguistic knowledge, problem-solving skills and memory strategies while learning a second language (Lightbrown and Spada, 2013). Research studies demonstrate that older learners have a better comprehension of grammatical concepts which could be transferred to foreign language learning. They are cognitively matured and have greater developed learning skills and strategies. Moreover, they have more practice in communication and are better in acquiring concepts while learning a language. All those results makes older learners faster than children who learn slowly and make much effort in learning a language (Reid, 2003). To sum up, older children and adults could be assumed as better language learners in all abilities except pronunciation due to their higher cognitive abilities.

Young children, older children and adolescents show different tendencies while learning a language so it is important to consider those characteristics in language teaching. For instance, young children might possibly find abstract concepts difficult to learn such as grammar and due to their limited attention span; they could get easily bored and might need for physical movement, attractive classroom environment, charming materials, individual care and teacher approval during their learning process. Furthermore, in the research show that while pupils who are 10 and 11 years old like games, puzzles and songs most, 12 and 13 years old learners like activities based on dialogues, question-and-answer activities and matching exercises most (Keskil and Cephe, 2001). Therefore, teachers should organize their activities by considering the various ages in teaching a foreign language.

Besides, teaching to adolescent language learners is far different from teaching to children since adolescents have different characteristics. For instance, they might have expectations and purposes about learning unlike young children and teenagers and thus they could possess a level of motivation. On the other hand, it is possible that their previous learning experiences would affect their choices, namely instructional style, methodological preferences of the instructor, certain teaching and learning activities and so on. Hence, teachers should try to minimise the negative effects of past learning experiences while teaching to adolescent learners.

Another significant issue to be considered might be the language level of the students since teachers should acknowledge their students' language levels in order to ensure successful teaching and learning experience. In a language class, learners' language levels

could be different and it may be important for a teacher to determine learner's capabilities in order to design the instructional process.

Students' language levels are generally examined under three categories: beginner, intermediate and advanced. Beginners are also divided into two: real beginners and false beginners. Elementary level learners appear between beginner and intermediate elementary levels. The intermediate level has also sub-categories: lower intermediate and upper intermediate and even mid-intermediate. Moreover, Common European Framework categorizes the language levels of students into six and describes what students 'can do' at various levels. Table 2 shows the language competency levels according to CEF categorization (Council of Europe, 2001:24).

Table 2.

Common Reference Levels: global scale

User Type	Level	Description
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Basic User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Students' language levels are important in language teaching process because the educational process should also be designed by taking the proficiency levels of the students into account along with their age levels. Especially, adult language classes are often organized based on the perceived level of the learners while children's courses are generally designed considering students' ages.

The overall picture of the learners would be the striking feature when entered a language class, which could be the average age or language level of the students. This would help teacher to plan the educational process by enabling his/her to decide the methodologies to be followed and activities and materials to be used. However, when getting closer to the picture, it would be possible to distinguish the differences among the language level of students; that is, for instance while some of the learners might be real beginners, the others might belong to false beginners category.

When more closely viewed, it would be possible to realize students' different range of language ability levels. For instance, one could be very good at listening, but might have weak competence in writing. To sum up; differences among students would become more noticeable to the teacher as the class begins its work and perceiving those differences would

direct teacher to search for the best way to make students be successful during the learning process.

As above mentioned, classes are generally designed according to some shared characteristics of learners such as their ages or language proficiency levels in order to minimise many of the differences among learners. By doing this, it might be aimed to build up a homogenous cluster consisting of members having more or less similar abilities. However, it would be impossible to create an entirely homogenous class since every individual is unique in many aspects. In other words, it would be impossible to reject the differences among the learners, which would be resulted in investigation of diversity in a language class.

### **2.11. Diversity and intelligence**

Although being a common everyday word, it could be stated that the term intelligence has many denotations and connotations. Brown (2007) claims that intelligence has commonly been interpreted and measured in the sense of linguistic and logical-mathematical abilities. He adds that the concept IQ (Intelligence Quotient) originated from Alfred Binet's research is relied on several generations of testing of these two domains. However, Brown (2007) emphasizes that the success in foreign language learning should not be come down to a matter of intelligence and memory since it would be incorrect to expect that a higher intelligence learner would get a greater success in language learning process. In other words, remembering or not forgetting anything being taught would not be enough for one to be successful in learning a language. Considering the ideas, it might be put forward that success in language learning is much more than having high memory or high IQ scores.

Apart from descriptions of traditional views of intelligence noticed under two types as verbal and mathematical measured by IQ tests, Gardner (1999) defines intelligence as bio-psychological potential that could be triggered in cultural setting to overcome problems or generate culturally respected products. As Woolfolk et. al. (2011: 109) point out, away from the traditional definitions, according to Gardner's theory of multiple intelligences (MI), there are eight types of intelligences: linguistic (verbal), musical, spatial, logical-mathematical, bodily kinaesthetic (movement), interpersonal (understanding others), intrapersonal (understanding self), and naturalist (sensitivity to natural objects such as animals, plants and

etc.). With his theory, Gardner (1983) rejects the monolithic and steady notion of intelligence and disagrees the idea of diagnosing and measuring of intelligence through tests. He suggests that human beings own relatively independent intelligences rather than by an only intelligence characterized by IQ. However, according to Altan (2012) moral intelligence was neglected in Gardner theory of MI since it is impossible to train teachers solely by developing their spatial, mathematical intelligences and so on. He adds that teacher trainees should also gain high level of virtues and respect to freedom, beliefs, choices, law of order, basic human rights and democracy.

The relation between intelligence and language learning might be more clearly determined by referring to Gardner's MI, since Gardner's intelligence types could be helpful in explaining a language learner's success in different language skills. As Brown (2007: 109) exemplifies, for instance, musical intelligence could enlighten why some learners are better at perceiving and producing the intonation patterns of a language. In this sense, teacher educators would train their teacher trainees about MI theory and encourage them to include it into their courses since adopting MI theory will be useful to design enjoyable classroom activities appealing to all students having different intelligence types. Moreover, teachers could implement different methods while teaching to their learners by using MI theory in order for supporting the learners' social, cognitive and emotional abilities. Furthermore, as MI theory takes the learner into the centre of teaching process, learners' motivation, positive views about language learning may increase, and this may lead to improvement in the quality of language education. Additionally, as Tapia Carlín, et al. (2013) suggest, it would be beneficial to identify the learners' intelligence types by implementing a MI questionnaire at the beginning of the course in order to organize teaching methods and activities accordingly.

## **2.12. Diversity and Culture**

Culture is a durable concept referring to the way of perceiving, thinking, and deciding, which becomes longstanding or traditional by a social entity that guides daily behaviours, actions and practices (Gelfand, et al, 2007). According to Geertz, culture is a system of meanings embodied in symbols including inherited ideas of symbolic shape, which are expressed in symbolic forms through communication among members by spreading their perceptions, knowledge and behaviours about life (Mazari and Derraz, 2015).

CD is the portrayal of different cultural and ethnic groups within a society. Culture shapes human beings' identity, since language, certain beliefs, behaviours values, norms and attitudes and are the reflection of cultural identity, which is transferred from one generation to the next as a result of socialization. Following this argument, it is presumed that participants of different cultures, who do not share a shared meaning system, react to the same external stimuli in different ways (Salas, et al., 2012).

The perception of someone's social identity is culturally determined and what is perceived in one's language and culture is conditioned through people's own cultures so stereotypes are built around (Kramsch, 2003). Culture is divided into two elements: the first one is objective elements consisting of visible features of culture such as demography, religion, language and so on. The second one is subjective elements composing of more hidden characteristics such as values, norms, beliefs, rituals and roles that has an important role in people's way of experiencing their social lives (Salas et al., 2012). In this sense, disparities in perceptions, understandings, behaviours and attitudes among individuals and groups of individuals might be attributed to their cultural differences since culture is shaped by a shared system of values and assumptions that guide the members' cultural activities such as behaviours, attitudes, rituals and so forth.

Cultural conflicts are generally due differences located at the unseen part of the iceberg since typical misinterpretations occur when subtle cultural differences encounter. Therefore, the people of a different culture may be perceived as rude, impolite or slow (Woolfolk et al., 2003). Therefore, cultural misperceptions may result in embarrassment, negative emotions of self and others, confusion or conflicts among learners and may also lead to classroom management problems and create barriers in education. Rosado (2007) states that the principle of multiculturalism is supportive of multicultural education. Multiculturalism is the ability to celebrate with the other in a way that surpasses all obstacles and accomplishes a harmony in diversity. He lists action phrases for managing CD:

- recognition of the abundant diversity of cultures;
- respect for everyone's differences;
- accepting the validity of different cultural expressions and contributions;
- appreciating what other cultures offer;
- empowering diverse groups to strengthen themselves;
- celebrating more than merely tolerating the differences in order to bring about unity through diversity.

Multicultural education is an attempt that gives importance to the diversity of learners without denying the existence of differences. This attempt guarantees the democratic process by maintaining educational opportunity to the learners in view of their differences of ethnicity, race, social class or identity. Multicultural education is a notion developed to remove obstacles and discrimination sourced of cultural, ethnic or racial differences of students by providing equal opportunities in a democratic environment (Alanay and Aydın, 2016). Vranješević (2014) puts forward that although different terms used for education for diverse societies such as multicultural/intercultural education, anti-bias education, education for diversity and so on, they all stand on respect for equality, unity, diversity and cooperation.

### **2.13. Diversity and Race/Ethnicity**

Ethnicity is used to identify classes that are categorized in terms of shared nationality, culture, or language; the awareness of cultural heritage shared with other humans (Betancourt and Lopez, 1993; Bucher, 2015). Race, on the other hand, is used to refer a group composed of males and females who share biologically or physically transmitted traits such as hair texture, skin color, and facial features, which are defined as socially significant (Macionis, 1991; Bucher, 2015). Therefore, it could be suggested that while ethnicity refers to the differences among people generally on the assumption of mutual language and culture; race mostly point outs physical, and cultural characteristics.

There are many studies indicating that racial minorities, immigrants and foreigners distinguish themselves to be discriminated (Torney-Purta, et al., 2001) which might be resulted from some prejudices towards ethnically diverse people. Van Ewijk (2011) deduced that ethnically diverse students are generally considered as low-performers and are exposed to distasteful behaviours by their teacher. Good (1987) affirmed that teachers incline to pay less attention, less feedback and low encouragement for success to students when they have low expectations from them. Moreover, all these factors might have negative impacts on teacher's way of teaching and students' motivation, which might result in lower academic performance (Çelik, 2020).

Prejudicial beliefs and attitudes weaken and harm the principles of social justice in democracies and they cause trouble in schools if they are ignored or deconstructed. The effects on prejudicial attitudes on students are all-round, ranging from social exclusion,



physical and mental health problems to poor school performance to poor physical and mental health (Stout, et. al., 2018).

The issues related to minority learners in second language contexts in which language, ethnicity, and identity are integral to learning are the subject matters for the proponents of sociocultural theory in second language learning. In the context of multilingual and multicultural education for minority ethnic learners, EFL teachers deal with social justice and equity issues and have to cope with the challenge of racism and its effects on social structures during practice (Franson and Holliday, 2009). Although children develop prejudice-based beliefs, attitudes, and values at a young age, research shows that bias is typically lessened when multicultural knowledge and values are paired with intergroup contact. Multicultural education must pervade a wide range of activities and ideas in order to build and execute democratic principles including social justice, equality, tolerance, prejudice reduction, and diversity appreciation (Camicia, 2007). In this sense, multicultural education and DT might be effective in removing racial and ethnic barriers to student achievement by eliminating barriers sourced of prejudices on those issues.

#### **2.14. Diversity and Strategy Use**

Over the last years, there has been a growing interest in including a focus on LS and learning how to learn into curriculums which is believed to help learners learn efficiently by facilitating the activation of a learner-centred philosophy (Nunan, 1998). LS are the particular mental and communicative actions, plans or routines that employed by learners in order to facilitate the obtaining, retrieval, storage and use of information (Chamot, 2005; Macaro, 2006). In this sense, LS can be regarded as tactics that are applied consciously by learners. The purposes of language learner strategies are listed such as, to enhance learning, to perform specified tasks, to solve specific problems, to make learning easier and faster and to compensate for a deficit in learning (Cohen, 2007). In other terms, every learning process needs a way or a strategy to be adapted for accomplishing the main aim of learning. Erhman and Oxford (1990) classified LS as direct and indirect strategies based on whether directly or indirectly involving the target language.

Apparently, learning styles and LS are different; while LS are particular actions taken by learners, learning styles are unconscious learner characteristics to make learning more

effective (Shi, 2011). Moreover, if a learner is aware of his/her own learning styles and choose proper and effective strategies to learning tasks in specific learning contexts, the strategies will become useful tools in developing self-regulated and effective learning (Oxford, 2003).

The best-known language LS were categorized in three main classes: cognitive, metacognitive and social/affective strategies (Dörnyei, 2005). The taxonomy was composed of six strategy classes: cognitive, memory, metacognitive, compensation, affective, and social strategies.



## Direct Strategies: Memory, Cognitive, and Compensation Strategies

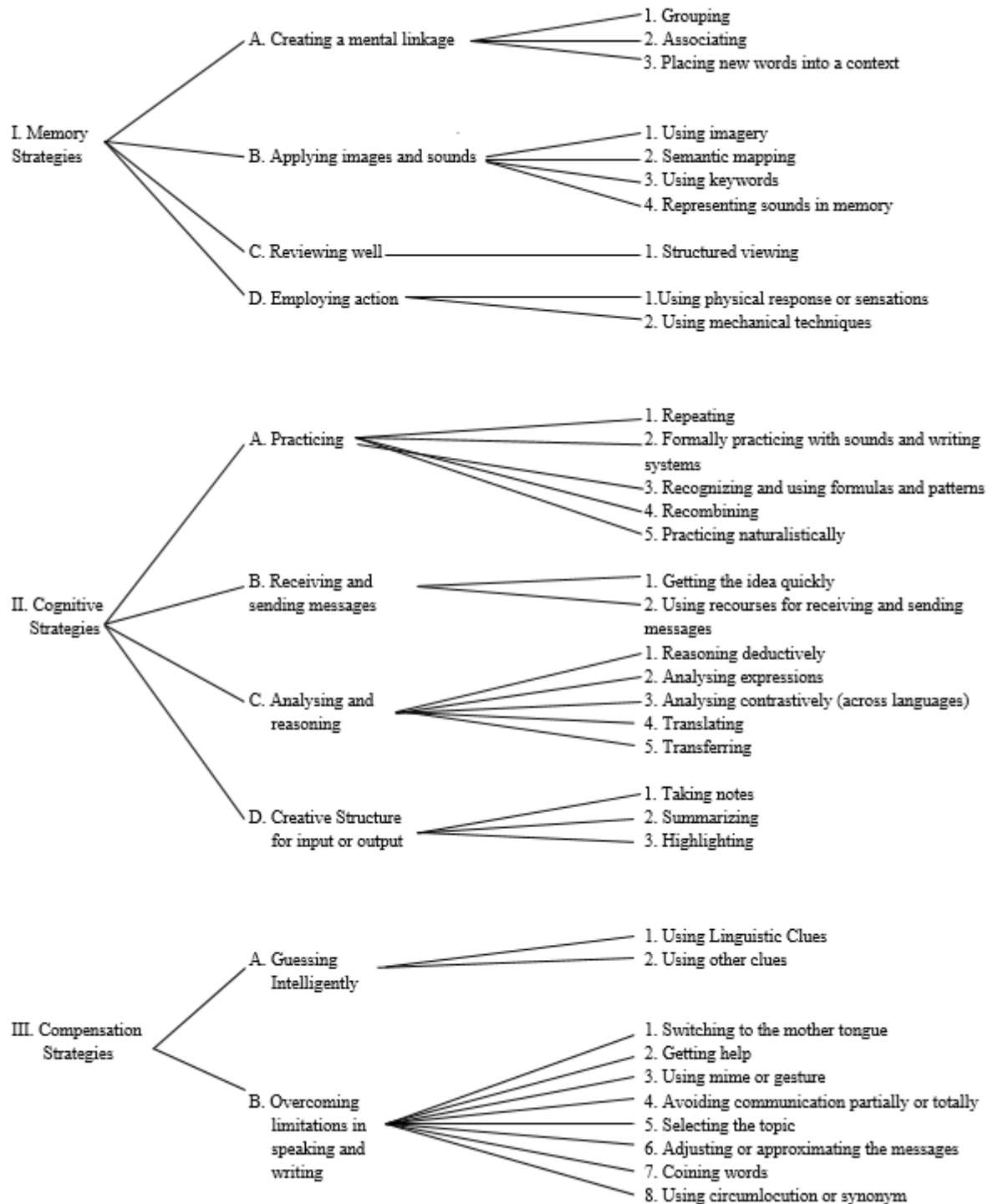


Figure 2. Oxford's strategy classification taxonomy, direct strategies (Oxford, 1990)

## Indirect Strategies: Metacognitive, Affective, and Social Strategies

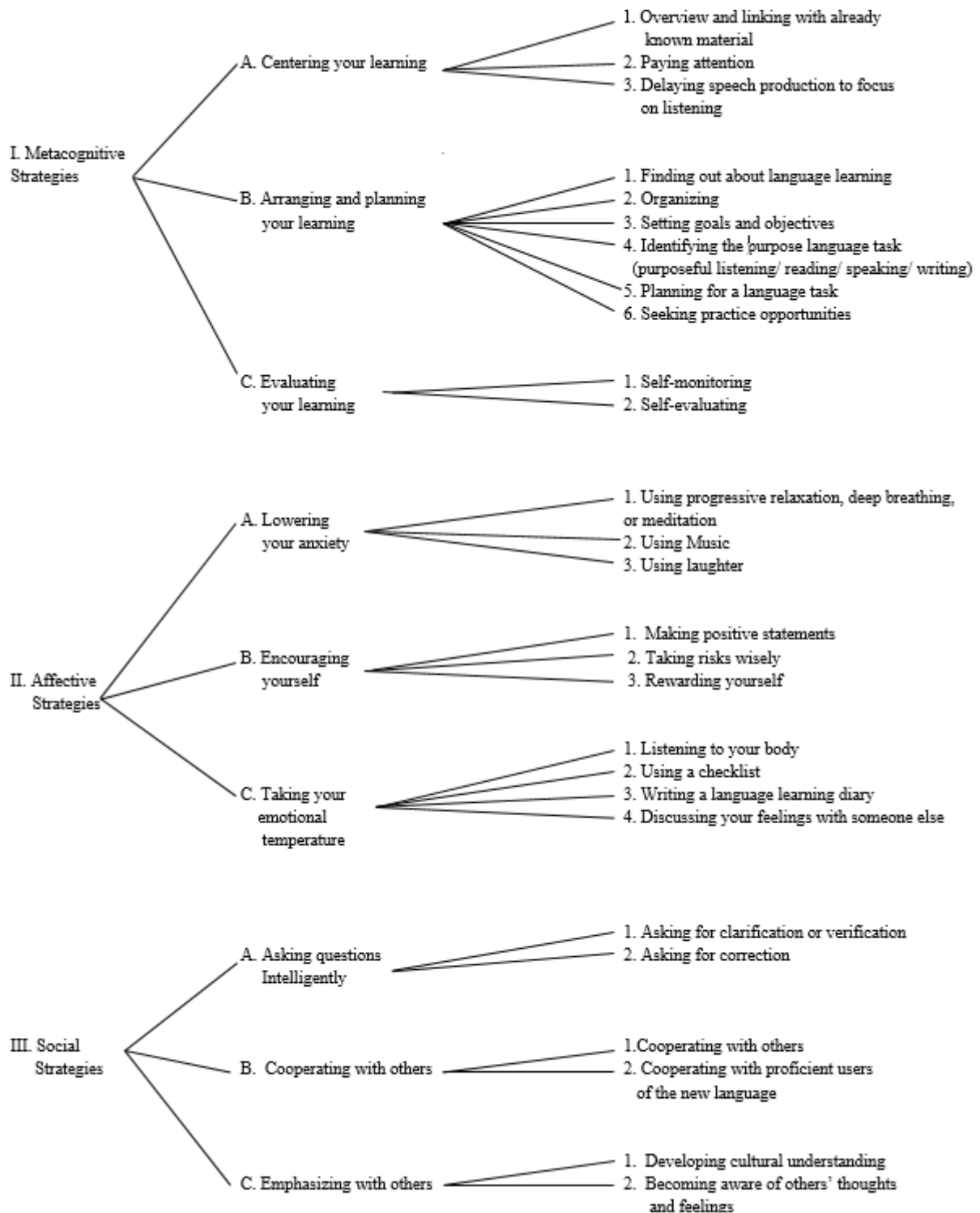


Figure 3. Oxford's strategy classification taxonomy, indirect strategies (Oxford, 1990)

Reviewing the literature on strategy use, it is obvious wide range of studies conducted to examine learners' strategy use with other variables. Over the years, a variety of grouping criteria have been used, with gender and cultural/ethnic background being the most thoroughly investigated (Dörnyei, 2005). Considering the results of such studies, culture and

gender has a significant impact in the choice of LS and LS are naturally differ from one nation to the other (Ayachi, 2018; Solak, 2014) and female students were more likely than male students to adopt social/affective strategies (Zeynali, 2012; Aslan, 2009).

Since variables such as gender, culture, ethnicity or other ID characteristics have impact on learners' strategy use, it may be inferred that educating teachers towards diversity gains importance. In other terms, as LS differ from one person to another, it is a sub-topic of DT. Through DE, teacher candidates can gain knowledge and awareness required for determination of LS of learners and might encourage learners for discovering and developing their LS.

Language learners need training in LS and teachers should identify learners' needs in terms of strategy use, and to adopt different them with different ones that will help them to become autonomous learners. Teachers should also urge their students not only to benefit from existing strategies, but also to broaden their LLS horizons. As a result, a teacher's position should be changed to that of a facilitator, who promotes and motivates learners to actively participate in the teaching and learning process (Zeynali, 2012). In this sense, teachers' support is important in developing learners' awareness on LS and strategy use (Çakıcı, 2015). Experienced teachers help their students gain an awareness of LS and support them to use a broader range of appropriate strategies. (Oxford, 2003).

Aside from observing their behaviour in class, the teacher can have a thorough picture of the students, their goals, motivations, language LS, and comprehension of the course being taught. It is true that each student in the same classroom has a different learning style and a different understanding of how to employ strategies. The language teacher should give a variety of LS to accommodate various learning types and meet the requirements and expectations of his students, who have varying learning styles, motivations, and strategy preferences, and so forth (Zeynali, 2012).

To sum, as all learners are diverse in many aspects and do not all learn in the same way or in a consistent manner, teachers should be knowledgeable about their students' LS in order to systematically provide the suitable instructional variety. For instance, while some learners might need more kinaesthetic instruction, the others may require more instruction more visually or auditory. In this way, rather than following a single methodology and instruction, teachers might employ a broad instructional approach, which might fit the requirements of learners' styles and strategies and appeal all learners' way of learning. In

addition, students' scope of LLS could be enlarged by increasing their awareness on LLS and teachers might help them to gain awareness of their own strategy use and create learning environments to utilize other LLS.

### **2.15. Diversity and Learning Styles**

Learning styles are individual preferences or approaches for perceiving, interacting and responding ways for specific learning environments. They refer to learners' tendencies or preferred way of information gathering, interpreting, organizing and thinking (Wang and Jin, 2008). Learner styles, stable and fixed to individuals, operate without consciousness. Moreover, they have psychological basis and are believed to be decisive on learners' achievements and failures. Moreover, they are shaped by learners' cognitive and affective domains and they display how learners perceive and behave in a particular learning environment. In other words, learning styles are learners' preferred, habitual and natural ways of learning and studying such as working with others rather than studying alone, using pictures instead of texts, being more global instead of more particular and so on (Woolfolk et. al, 2003; Dörnyei, 2005).

There are many studies implemented to examine learning styles and based on these studies, researchers define learning styles in many ways. For instance, Erhman and Leaver (2003) stress the importance of nine such styles to second language learning: field independence vs. dependence; random (non-linear) vs. sequential (linear); global vs. particular; inductive vs deductive; synthetic vs. analytic; analogue vs. digital; concrete vs. abstract; leveling vs. sharpening; impulsive vs. reflective. Moreover, some other researchers add other factors such as ambiguity tolerance, visual/auditory/kinaesthetic styles, left-right brain styles while determining the potential contribution of learning styles into learning (Stevick, 1982; Reid, 1995; Chapelle and Roberts, 1986).

The differences in learner styles are assumed to be effective on learners' achievements and lacks of success and also on their strategy use. For instance, in their research Erhman and Oxford (1989) explored the relationship between personality types and strategy use on the Strategy Inventory for Language Learning SILL and found out many different relations between learners styles and strategies such as while introverts using strategies for searching for meaning; extroverts made greater use of affective and visualisation strategies.

Everyone can be successful at all positions. There is not only one preferred learning style that works for all learners or even for one particular cultural or ethnic group, since all learners or members of any particular group learn in different way. Therefore, knowing students' learning styles may help teachers in many ways to enrich both teaching and learning in terms of determining the teaching style, and designing syllabus, tasks, activities and so on. By having knowledge about the students' learning styles, teachers might decide on their teaching style, materials, tasks and activities not only preferred by one or some students, but suitable for all learners' way of learning in order to increase the teaching and learning quality.

## **2.16. Teacher Training and Diversity**

Since language, culture, and identity are related, language teachers may have to cope with educational inequality in terms of the particular learners they serve who may be the members of the marginalized groups and the subject matter they teach which may be the source of empowering or marginalizing. Language teachers have crucial roles in the contexts where they teach newcomers such as immigrants, migrants, and refugees. For instance, they are the first contacts in the target language, they are social mediators and informants in the new environment, they help the learners construct the views of their new homes, they provide the learners to be familiar with belief systems, values, practices, and new social relationships in the foreign country. Within this framework, it can be realized that critical language teachers have the profound responsibility of solving the complex relationships between majority and minority speakers and cultural groups by minimizing the potentially harmful and oppressive relations of power (Hawkins and Norton, 2009).

The duty of an effective teacher is more than being knowledgeable in subject matter or good at teaching. One of the goals of critical teacher educators is to increase the critical awareness in the trainees by focusing on how power relations are constructed and function in society and the extent to which historical, social, and political practices structure educational inequity (Hawkins and Norton, 2009). In the field of education, ID are among the most emphasized variables since students have many different characteristics such as strengths and weaknesses, interests, expectations, backgrounds, motivations and so forth. Therefore, ID should primarily be considered in teaching profession in order to be able to teach effectively (Çoban, et al., 2010).

An effective teacher should be able to create a democratic learning environment by respecting the cultural, ethnic, religious, linguistic and ID of learners and design the educational process on the ground of preserving the democratic rights of his/her students. Banks (1993) defines multicultural education as providing educational equality in the schools for all groups of learners regardless of their gender, race, ethnicity, social class, exceptionality or religion. Initially, teachers and schools should realize the major principles of multicultural education which is summarized by Banks and Banks (2010) as content integration, knowledge construction, prejudice reduction, empowering school culture and equity pedagogy. Cultural differences and prejudices may be very distinctive and they might cause misunderstandings. Moreover, diversity might result in many problems in multicultural settings of classrooms. For instance, some students may develop prejudices towards others or misbehave towards students of diverse religions, ethnic or socio economic backgrounds and so forth. All these kinds of diversity related problems might create negative emotional impact on learners and teaching and learning process may be negatively affected.

Prejudices on racial, ethnic and national diversity are in connection with serious social problems such as school bullying, social exclusion, educational discrimination, international conflicts and hate crimes (Bar-Tal and Teichman, 2005). Considering the problems that may arouse from bias and prejudices towards diversity, it might be essential for teacher trainees to offer courses related to CD in order to contribute to their knowledge on planning courses that are sensitive to cultural differences.

Prospective teachers may hold negative beliefs about CD (Gay and Kirland, 2003; Kumar and Hamer, 2013) Moreover, prospective teachers informed low levels of self-efficacy in accomplishing culturally responsive instructions (Siwatu, 2011) and had insufficient knowledge on performing educational methodologies in culturally diverse classrooms or sense of ill-equipped for teaching culturally diverse students (Gay, 2000; Cho and DeCastro-Ambrosetti, 2005). In this sense, DT is a transformative education stressing the concept of social justice by presenting multiple perspectives about diverse groups. Moreover, it is a deliberate effort to overcome and demolish the prevailing stereotypes and prejudices in order for preventing unfair and biased practices (Vranješević, 2014). Since teachers' central duty is to provide equal educational opportunities to learners, it could be crucial to offer teacher trainees such courses so as to give them information about designing courses and selecting appropriate materials, activities considering the diverse natures of students.



As ethnic and CD in education rapidly grows throughout the world, teacher education programs should question and handle prospective teachers' beliefs in order to guarantee the equality of education for culturally diverse learners (Civitillo, 2019). Teachers might decide on their teaching methods and materials considering the cultural differences. For instance, they might select sources and content that includes the presentations of ethnic or cultural characteristics of learners, which may result in development of a warm and supportive environment (Gay, 2010). Increasing teachers' cultural awareness is important, and much work has to be done for adding diversity and multicultural content in teacher education programs. It is important to train culturally responsive prospective teachers in teacher education programs and help them to construct effective teaching pedagogies required in their future teaching careers (Yuan, 2018). The primary function of Culturally Responsive Teaching is to train students by offering necessary knowledge and skills that will help them to work in harmony with dominant culture while protecting their special cultural identities and native languages (Siwatu, 2007). Moreover, the importance for preparing culturally responsive teachers is not only required for pre-service teachers, but also might be the concern of teacher educators.

Teacher education programs must provide the necessary teaching knowledge and skills to their preservice teachers as well as equip them with qualifications necessary for appealing the learning needs of all students. Demir and Başarır (2013) states that multicultural teacher education is of great importance and faculties of education, have significant duties in providing excellent teaching qualifications to preservice teachers. Hawkins and Norton (2009) discuss the current move from multicultural teacher education to social justice teacher education by focusing on the differences between them. They claim that multicultural teacher education focuses on cultural diversity and the experience of the individual; but, ignores the institutional relationships among groups. In other words, multicultural teacher education confirms the status differences among people based on culture, ethnicity, and language; but, does not focus on the production of power relationships in institutions and society. On the other hand, social justice teacher education aims to promote teachers' recognition of their roles as social activists by focusing on institutionalized and individual power differentials. Vranješević (2014) affirms that teacher trainers come across with several challenges in training prospective teachers for teaching in a complex and diverse world. However, they are responsible for preparing teachers for multiple challenges that they will face in their future teaching careers.

The practice in multilingual and multicultural context has affected teacher education programs that are influenced by sociocultural approaches to education. The issues of language, culture, heritage, and identity in a learning context have been the subject matters of teacher education in the EFL field. In addition, it is important for teachers and student-teachers to have broad knowledge on the sociology, politics, and cultural studies of English as a world language which provides them to develop a critical awareness of the discourses that affect practices and teaching materials. Moreover, student-teachers should be aware that learners may have multiple identities in the classroom and in the process of language learning and use, and should consider the ways of using this knowledge to develop responsive curricula and pedagogy. Additionally, it is suggested that teacher education programs should create opportunities to analyze the concept of culture as a dynamic, multifaceted, ideological, and political construct. In this context, the important point is to realize the effect of language, culture, identity, relations, ideology, and power on all language teaching and learning situations in different contexts. Although the emphasis on these factors may differ from country to country, from context to context, from teacher to teacher, and from learner to learner, the important issue for student-teachers is to be aware of these factors and to refer these factors in accordance with their own teaching context. From this perspective, it can be said that the aim of the teacher education programs is to enable the teachers and student-teachers to apply a wide range of knowledge and skills in more localized contexts of language learning (Franson and Holliday, 2009).

Öztürk and Aydın (2019) put forward that teacher education program in Turkey is criticized for being theory-oriented and merely focuses on how students learn cognitively. They added that teachers' duty is to help students learn effectively without considering differences among students by approaching teaching as if the process is the same for all learners. However, teacher trainees need to be educated on diversity issues since they would work at schools with diverse groups of learners in different parts of the country. Thus, DT offered by teacher education programs at universities intends to prepare future teachers having appropriate knowledge, associated skills and personalities required for dealing with diversity related issues. Furthermore, preservice teacher education may not be sufficient at the university level and should continue with in-service training programs so as to prepare teachers that will respond to challenges resulted from diversity matters.

## 2.17. Diversity in Turkey

Culture is like an iceberg for most of people as it has seen and unseen parts. Generally, crafts, cuisine, special days or traditional costumes are located at the observed side of the iceberg. However, culture contains other unperceived components such as traditions, beliefs, norms, symbolic features that guide people's life styles. Shortly, culture is a system that shapes human behaviours, attitudes and values which helps people to organize their life styles and customs in order to structure their individual and collective lives. Luciak (2010) declares that all nations, societies are shaped by regional and socio-economic differences that result in linguistic and socio-economic disparities among people. As known, Turkey hosts many different societies, ethnic groups and cultures and a variety of people from diverse ethnic, linguistic, cultural and religious, linguistic and educational backgrounds are living in harmony at our country, Turkey since the Ottoman Empire.

For instance, Turkey, the country located as an intersection point between Eastern and Western cultures, is a heterogeneous country with a total population of 83,154,997 (Turkish Statistical Institute, 2020). Kimzan and Arıkan (2018) assert that the important characteristic of cultural fabric in Turkey is generated from the presence of several ethnic identities living together and considering the diversity of population, it is possible to label it as a multicultural society.

Acar Çiftçi and Aydın (2014) affirm that many children in Turkey still do not know Turkish or start school by speaking a little Turkish. However, students having different native languages start education in Turkish and this makes them disadvantageous compared to the students whose native language is Turkish. Similarly, Yılmaz and Şekerci (2016) state that many other languages different from the official language are spoken in various regions of the country. For instance, in the East and Southeast Anatolia and in the region of Black Sea, many children start primary school without knowing the official language, and this creates several problems in classes.

Gökdağ (2011) puts forward that most of the people living at Eastern and Southeastern Anatolia are speaking Kurdish and Arabic apart from Turkish. In the Marmara and Aegean regions, there are many people speaking Albanian, Bosnian who came from the Balkan regions. Moreover, In the Black Sea, Central Anatolia and largely in the Marmara, Caucasian-speaking individuals are living. Kesmez (2015) asserts that bilingualism is common in Turkey

thanks to its multinational structure and adds that bilingualism emerges especially in the Eastern and South-eastern regions of Anatolian Region, at where people's native language is Zazaki and start learning Turkish from school age. He also states that there are many multilingual individuals living in Turkey.

Acar Çiftçi and Aydın (2014) declare that many religious, linguistic and ethnic groups are living in Turkey. Turks, Non-Muslims (Greeks, Armenians, Assyrians and Jews), Kurds, Laz, Hamshens, Greek-speaking Muslims and Arabs belong to the first group of population: natives. Moreover, there are immigrants living in the country, namely Georgians, Dagestanis (Lak, Lezgins and Avar), North Caucasians (Abkhaz, Chechens, Circassians and Ingushs), Ossetians, Albanians, Bosnians, Pomaks, Gypsies, Sudanese, Cretans, Kazakhs, Christian Estonians, Molokans and Poles and Arabs migrated from Arab provinces after World War I.

Similarly, while 99% of Turkey's population is Muslim, but people belong to different Islamic sects of Sunni Hanafi, Alevi-Shia and he added that Alevi population consists of Turks, Kurds, Arabs and other ethnicities. (Konda, 2006). In this sense, it may be inferred that diversity also exists within groups of people having faith for the same religion. Moreover, Ünal (2004) puts forward that diverse groups of citizens in Turkey speak Turkish, Kurdish, Albanian, Arabic, Circassian, Georgian, Armenian, Coptic, Laz, Pomak, Syriac, Greek, Hebrew and Tatar languages. Therefore, it would be right to say that Turkey is a very rich country in terms of its diversity due to its cultural characteristics.

Furthermore, for many years, Turkey has become a centre of attraction for immigrants, as it is a junction country between Asia and Europe geographically. Due to Syrian refugees' acceptance to Turkey, in the last couple of years, Kale and Erdoğan (2019) declare that Turkey turns out to be one of the major refugee-hosting countries in the world. They affirm that before the Syrian civil war, there were only around 60.000 refugees from different ethnic and national backgrounds in Turkey. However, Turkey is hosting half a million non-Syrian refugees recently and over 3.6 million Syrians have been guaranteed with protection and assistance under 'temporary protection'. There are 3,676,000 Syrian refugees (under temporary protection), 170,000 Afghan, and 142,000 Iraqi immigrants in Turkey.

Selvitopu and Gün (2020) put forward that Afghanistan has been a principal nation for years in sending immigrants to Turkey due to wars and conflicts in that country and Turkey has become one of the first countries affected by immigration waves because of its cultural and historical closeness to Afghanistan. Thus, Syrian, Iraqi and Afghan refugees' integration

into the Turkish educational system and their possible involvement to the socio-economic life of Turkey has an important role in terms of multicultural education.

In line with these, Edirne-where the relevant study is conducted, Balkan culture and languages are dominantly suppressive due to its neighbourhood to Bulgaria and Greece. The origins of many people from Edirne are from those neighbour countries and the native language of them are different from Turkish. As language is a component of culture, those immigrant people bring their culture to the city and therefore Edirne stands for a city that embodies diverse cultures and linguistically diverse people.

Elchinova (2016) declares that Bulgarian immigrants in 1989 a great number of about 200 000 Bulgarian-born Turks permanently settled in Turkey, forming sizeable communities in the cities of Bursa, Izmir, Istanbul, Çorlu, Edirne, Ankara and others. Furthermore, in Edirne most of the citizens have dual citizenship (Greek or Bulgarian) and frequently cross the border in both directions for several aims such as holidays, visit to elder relatives, political elections, study, cross-border businesses or professional careers. Moreover, because of the neighbourhood and economy-related consequences, many Greece and Bulgarian citizens visit Edirne for several reasons, mainly for shopping and sightseeing. This results in acculturation among Turkish, Greek and Bulgarian citizens as interaction among cultures might create different intercultural formations in the societies.

All these data present evidence to support the multicultural structure of Turkey. The country hosts several groups of people from diverse regions, religions, languages, ethnic backgrounds and cultures. Moreover, other diversities exist in Turkey such as groups of people having different sexual orientations, disabilities, genders or socio-economic status. In this sense, those diversity issues might be the evidence that all societies have diversity even if they are founded by only one ethnic group or religion.

Considering diversity relevant issues, teachers may not be clear about choosing the effective instructional approaches or strategies in order to meet the needs of all their learners. McNerney and Beppu (2006) put forward that teachers may not be ready to cope with linguistic and cultural obstacles that could result in non-engagement in the class, disinterest, weariness and high student attrition rates. Therefore, taking cultural and linguistic characteristic of each learner into account might be helpful for teachers to design effective instructional strategies required by diverse group of learners.

## **2.18. Diversity and Traditional vs. Learner Centered Teaching**

Skinner and Watson, the fathers of behaviourism, examined environmental effects- external stimulus- on the change of behaviour and defended the idea that behaviour could be predicted and controlled (Weegar and Pacis, 2012; Serin, 2018). Thus, according to the theory it may be concluded that given the right environmental stimulus, all learners attain equal knowledge and learn similarly.

Teacher-centered approach to teaching stands on behaviourist theory which relies on the idea that behaviour changes are caused by external stimuli and the traditional method is named as teacher-centered teaching (TCT), which the teacher holds the primary responsibility in the educational process that is: mainly transmitting knowledge (Serin, 2018). Teachers traditionally concentrated on what they did, and not on learning needs or progress of students. This focus on what teachers do makes students passive in learning process as they did not take responsibility for their own learning. In this approach, the teacher holds the responsibility of controlling the learning process (Brown, 2003).

As the teacher has a legitimate power on the learning process, the students do not collaborate on deciding tasks or activities in traditional TCT. However, it is not possible to teach with a multicultural mind-set by following the assumption that one size fits all, everyone is identical and quantifiable outcomes are predictable for all learners without taking cognitive or affective characteristics into consideration (Thornton and McEntee, 1995). Thus, in order to have learners gain DA, which could be described as a process starting with having awareness of self and others and continues with acceptance and valuing differences; the assumption of teacher-centered approach that one size fits all might not be appropriate or applicable for multicultural education or DT.

On the other hand, learner-centered instructional practices, methods and techniques are effective for teaching learners about multicultural issues that inevitably direct them into diving into diverse perspectives and ways of thinking about values (McNerney and Beppu, 2006). Wright (2011) asserts that learner-centered teaching (LCT) refers to teaching when teachers focus is on student learning, which considers students not as empty vessels to be occupied with knowledge, but as searchers to be guided along their educational and development process.

LCT is based on constructivist theory, which hypothesizes that knowledge is actively constructed individually by learners who take some responsibility of their own learning (Yılmaz, 2008). In LCT, the students have the control on the learning process and teachers' duty is to facilitate learning and allow learners to do more discovering (Darsih, 2018). In this sense, LCT could be explained as a collaborative work between teachers and learners, since learners are involved in decisions on content selection, methodology and evaluation.

In a learner-centred approach, as students are seen as being able to assume a more active and participatory role than is usual in traditional approaches. In a learner-centered EFL classroom, students should learn more than just the target language. They will also need to learn about themselves and become autonomous language learners (Kojima and Kojima, 2005). In this sense, an effective teacher is described as the one who takes ID, abilities, interests into consideration and design his/her educational plan accordingly. Learner-centred classroom appreciates and respects the diversity of learning strengths within any group, and offers choices in attaining information and abilities by facilitating the construction of intercultural skills through equal participation of teachers and learners (Dreyer and Vander Walt, 1996; Mahendra, et al., 2005).

Public and private schools in Turkey have to abide by the rules of governmental policy and offer education grounded on a principal curriculum designed by the Board of Education, which is a branch of the Ministry of National Education. From 2004 onwards, a new curriculum was designed in a constructivist and learner-centred manner which is implemented to primary and secondary schools in Turkey (Sakız, et al., 2020). Kourieos and Evripidou (2013) investigated the effective characteristics of EFL teachers as perceived by university students and confirmed that students relate effective language teaching to a more learner-centred approach rather than a teacher-centred approach to language teaching and learning.

To conclude, LCT might be effective in meeting the needs of each learner in the classroom and avoid challenges of diversity related problems. Learner-centeredness is an ideal way for coping with classroom challenges due to its viability for meeting diverse needs of the learners. By placing learners at the center of the learning process through LCT, learners' strengths, needs and styles are given respect in terms of teaching (Altan and Trombly, 2001).

Moreover, the selection of activities in one unit should be organized in order to consider many abilities including visual, interpersonal, musical, logical-mathematical and

natural domains of intelligence (Sarıgöz, 2008) in order to address the needs of learners by focusing on their individuality and differences. To sum up, teacher training process needs to be designed for training teachers to implement LCT practices regarding the needs and expectations of diverse students.





## Chapter III

### METHODOLOGY

The research design of the study is presented in this chapter. The research questions, the setting, action research, the data collecting tools, the administration of the data collection tools were discussed in detail. Moreover, the data obtained was analysed through statistical and content analysis in relation to the research questions.

#### 3.1. Research Design of the Study

The attempt of this study was to find out prospective ELT teachers' awareness on diversity and whether their awareness, ideas and knowledge on diversity were increased after offering DT. As it could be assumed that every individual is diverse, it is inevitable that prospective teachers will be in a position to teach a number of diverse learners when they start their occupations. Additionally, it is known that many prospective teachers attending the teacher education programs of Educational Faculties are being appointed to the Eastern part of Turkey at the beginning of their teaching careers. However, in general, they might not be willing to practice their teaching professions at the East part of Turkey due to for e.g. terror problems, low socio-economic conditions, and anxiety of cultural obscurity.

Moreover, a large number of prospective teachers are initially appointed to rural schools even if not to the Eastern part of the country. In that sense, prospective teachers might have worries on several problems arising from limited educational resources, violence or any other problem and they might feel inadequate in teaching effectively due to lack of experience in teaching profession. Such classroom diversity oriented problems might negatively affect prospective teachers' views or self-confidence on teaching profession.

Additionally, some ELT prospective teachers may have stereotypes or negative feelings about diversity. However, one of the primary duties of a teacher might be considered as equalizing educational opportunity for all students. In other words, if the teacher treats all his students in the same way, all students would have equal access to educational opportunity. In this regard, it would be important to investigate ELT prospective teachers' awareness, views and knowledge about diversity. Therefore, the initial phase of this study was

constructed by gathering data from ELT Department students of all levels. As a beginning, it was assumed that implementing questionnaire to students from all grades of ELT department would be beneficial for anticipating a general idea about prospective teachers' notions, views and knowledge on diversity issues and their relations with teaching.

In the study, an action research was designed to understand the purpose of the study and to seek answers to the research questions. Mackey and Gass (2005: 216) asserted that action research is "basically a way of reflecting on your teaching ... by systematically collecting data on your everyday practice and analysing it in order to come to some decisions about what your future practice should be". In this respect, it could be asserted that the teacher acts as a researcher and tries to find out her own solutions by carrying out action research. Burns (1999) affirms that action research requires systematic data collection and analysis and adds that the data collection methods implemented by the researchers can be triangulated so as to obtain data from a number of sources. By doing this, findings and insights can be checked against each other which led to validity and reliability of the study. In this respect, although action research looks like a procedure for professional development, it is indeed a methodology of research.

The data were gathered through qualitative and quantitative research tools; thus, mixed method research was conducted in this study. Dörnyei (2007) states that a mixed method study includes gathering or examining of both quantitative and qualitative data in a single study with some efforts to combine the two approaches at one or more phases of the research process. This study employs the mixed method research for data collection intended for improving the validity of the gathered data. The combination of the data collection tools and methods such as questionnaires, pre-test, post-test, and interviews enable the researcher to conduct in depth analysis.

### **3.2. Problem**

The lack of DE at ELT departments of universities was the main problem of this study, since teacher candidates may face a problem arising from diversity issues in their future teaching careers. Thus, prospective ELT teachers are offered DT in order to aid them to identify diversity, its possible impacts at educational settings, and how to cope with diversity problems.

### **3.3. Research Context**

The study was conducted with the participants of prospective teachers of ELT department, Faculty of Education, Edirne, Turkey. An elective course named as ‘Elective I: Diversity in The Language Classroom’ was offered to fourth-year ELT students in the seventh term of the ELT Department. The same course had been designed for another group the year before the relevant course. The relevant course was redesigned in the light of the former prospective teachers’ feedbacks in terms of the course content and the beneficence or deficiencies of this new course. Additionally, the researcher and the course instructor had the chance to gain a more thorough understanding of the educational process in the light of former students’ feedbacks and made some alterations related with the course materials and content.

The course content included a number of diversity issues commonly encountered in classroom environment, which was designed by the course instructor and the researcher. The course was realized once a weekly two course hours of 50 minutes. The students are exposed to theoretical instructions, videos about various diversity themes and they were asked to comment on diversity issues regarding those materials, their learning backgrounds and their teaching experiences gained from micro-teaching sessions and school experience courses.

During the course, through lecturing, the students were informed about diversity issues related with teaching, and they had the opportunity to discuss those issues and ideas, make suggestions and express their agreements and disagreements in given situations. Additionally, the students of the previous year course, who started their professions at different regions of Turkey, were asked to record their ideas about the course and to reflect on their teaching experiences. In this respect, those recordings were presented during the lessons in order to introduce real-life teaching experiences to the prospective teachers.

### **3.4. Setting and Participants**

As the course was an elective one, the participants of this study were twenty prospective teachers of English enrolled in ELT Department at Trakya University, Edirne, Turkey. The course was offered at the seventh (fall) semester of the fourth year ELT program.

First of all, a questionnaire designed by the researcher was administered to students of all classes in order to investigate ELT students' views and awareness of diversity. The questionnaire was voluntary based and totally 310 students responded to the questionnaire. Additionally, the questionnaire was administered to the students who took the course as a pre-test, and at the end of the course, the same questionnaire was given to the same students as a post-test. By doing this, it was aimed to identify the effectiveness of the course and whether the DT increased the participants' knowledge and awareness of diversity. In addition, through pre and post evaluation via questionnaires, it was aimed to find out whether participants' negative views on diversity had converted into positive direction.

Another data collection procedure was the semi-structured interview conducted at the end of the course, after the training was over. Though the interview was on a volunteer basis, all the students attending the diversity course were eager to participate in the process. The interview sessions were video-recorded by the researcher.

The study was carried out through 2015-2016 academic year fall semester. The participants of the study collaborated with the researcher during this academic period. Though 310 ELT prospective teachers from all grades of ELT department were enrolled in the diagnostic stage, and the treatment and evaluation stages were accomplished with 20 participants who attended the course.

### 3.5. Data Collection Tools

Table 3.

Table of applied data collection tools

Stages	Number of the action	Adopted and Applied Actions	Action Implementing Authority	Number of Participants who volunteered in the action	Period/date of the action
DIAGNOSTIC STAGE	I.	Implementing questionnaires to ELT students of all grades in order to anticipate their awareness, views and knowledge about diversity.	Researcher	310 participants	1 <sup>st</sup> week of the term (2015-2016 academic year fall semester)
	II.	Pre-test: in	Researcher	20 participants	1 <sup>st</sup> week of

		order to determine participants' awareness, views and knowledge about diversity.			the term (2015-2016 academic year fall semester)
	III.	Adapting the course content regarding students' needs.	Course instructor	Participants of the study did not directly take part in designing the course. Only the data gathered via questionnaires and responses obtained from former participants throughout the course carried out in the previous year were taken into consideration while designing and modifying the content of the course.	1 <sup>st</sup> and 2 <sup>nd</sup> week of the term (2015-2016 academic year fall semester)
TREATMENT STAGE	IV.	Treatment Period (the implementation of the course content)	Course instructor and co-instructor (researcher)	20 participants	14 weeks
EVALUATION STAGE	V.	Implementing semi-structured interviews	Researcher	20 volunteer participants attended the interview sessions.	By the end of the 14-week treatment period
	VI.	Post-test: order to determine the learning outcomes of the course.	In Researcher	20 participants	By the end of the 14-week treatment period

As shown in Table 1, the context of the study encapsulates quantitative and qualitative methods in order to examine the adopted variables closely, and therefore, a number of stages were skilfully outlined and carried out so as to achieve the aims of the study. Before the treatment process, the students from all grades of ELT department were informed about the questionnaire for gathering data about prospective teachers' present awareness, knowledge and views on diversity.

Moreover, the same questionnaire was used as a pre-test to the students who attended the course. Both of the results were taken into consideration as diagnostic aids for designing the treatment stage. Additionally, another data collection tool of the evaluation stage was interview sessions designed for investigating the views of the participants who attended the course. Furthermore, through using qualitative research method with quantitative ones, it was aimed to ensure the validity of qualitative data. In other words, potential weaknesses sourced from questionnaire or interviews were intended to be minimized through methods triangulation.

### **3.6. Scale Development**

A pool of 62 five-point Likert items was formed considering the relevant literature. The initial scale with 62 items was given to 310 participants and an exploratory factor analysis was run on the data. To run an exploratory factor analysis on a given data set, it is recommended that the sample size should exceed 250 (Gorsuch, 1983) or 300 (Tabachnick and Fidell, 2013). In that respect, an adequate sample size was ensured in the scale development part of the study by reaching 310 participants. The initial results were investigated to see if any item had a factor load smaller than .30, was loaded on multiple factors or if there were factors with fewer than three items (Costello and Osborne, 2005). Each problematic item was removed from the scale one by one and the exploratory factor analysis was repeated each time an item was removed. The omitted items were highlighted in italics in the original questionnaire in APPENDIX B.

A total of 19 items were removed as a result of the analyses mentioned above. The final solution was found to have a Kaiser-Meyer-Olkin Measure of Sampling adequacy of 0.762 and a significant Barlett's Test of Sphericity ( $X^2 = 5147.335$ ,  $df = 1128$ ,  $p < .001$ ). The 43-item solution reliably explained 73.34% of the variance with 11 factors as tabulated below:

### **3.7. Administering the questionnaire to ELT students from all grades**

The first step to identify students' awareness, views and knowledge about diversity was to administer the questionnaire to the students of all grades enrolled in the ELT department of the university. The items were categorized regarding the themes of each item

under main categories: definitions of diversity by the participants, opinions on teaching English, opinions on self and diversity, opinions on diversity and teaching, opinions on self, diversity and teaching, opinions on diversity and future teaching career, opinions on diversity and being a teacher in Turkey, opinions on diversity and teacher training and lastly, opinions on the diversity course.

To test reliability, Cronbach' s Alpha was calculated. The results indicated high reliability for the pre-intervention survey ( $\alpha = .86$ ).

### **3.8. Administering the questionnaire as a pre-test**

The questionnaire was also used for obtaining data from the treatment group. The questionnaire was administered at the beginning of the course as a pre-test in order for determining the participants' awareness, notions and knowledge of diversity before the treatment process.

The Cronbach's Alpha results indicated that the pre-test data had high reliability ( $\alpha = .87$ ).

### **3.9. Course Adaptation**

The third stage was the treatment process: the course content was designed in line with participants' needs and lacks, which were ascertained via questionnaire results and feedbacks obtained from former students who took the course in the previous year. Since DT for prospective teachers was largely disregarded in Turkey, any sample course was not available at any department of Education Faculties.

The researcher of the study was the co-instructor of the course 'Elective I: Diversity in The Language Classroom' and the course content was designed by both the course instructor and the co-instructor. Moreover, course materials were purposefully selected with a special consideration by the instructors. To clarify, a course pack was formed consisting of several book chapters and scientific papers and videos related to the weekly content were carefully selected.

It is worth noting that 'Elective I: Diversity in The Language Classroom' was implemented in accordance with the requirements of the former undergraduate ELT programme. As this study was carried out in an elective course of the undergraduate programme, the students were allowed to attend the course in accordance with 25% allowable quota. Therefore, the participants of the diversity course were limited to 20 students from the fourth grade of the ELT department.

### **3.10. Intervention Procedure**

The intervention process involved 14-week period in which the treatment was carried out for teaching diversity issues. Neatly planned course themes and topics were offered to the participants who were at the centre of the learning process. The course instructor acted as initiator, information provider, guide, motivator, feedback provider and classroom safety provider. In addition, the co-instructor acted as facilitator and assisted the course instructor during the course sessions. After presenting the topic and lecturing by the course instructor, the co-instructor presented videos or films related to diversity and education during the course time. Following this, the participants shared their ideas, feelings and experiences, discussed among each other by making comments about the subject matters.

### **3.11. Course Evaluation Interview (Semi-structured interview)**

The fifth stage was the evaluation of the course by conducting the semi-structured interview. Nunan and Bailey (2009: 316) depicted that "through semi-structured interviews, pre-set questions are used to compare data among interviewees, but also elaboration is allowed since the interviewer is not constrained by only those predetermined questions". Therefore, it was aimed to get richer data from the participants by allowing for expansion in their responses. Via using retrospective interview, participants' views concerning the intervention procedures and their follow-up effects were intended to be revealed.

The volunteered students were asked fifteen questions pertaining to their general ideas about diversity, information given at their previous courses, the effect of diversity course on their awareness and knowledge, their feelings and attitudes before and after the intervention process, their perceptions about the course design, the requirement for diversity course in the



curriculum of Educational Faculties and their self-identification as prospective teachers attending the diversity course. The interview questions are in APPENDIX D.

Table 4.

Information and Code Regarding the Interview Participants

Participant	Age	Gender
P1	22	Male
P2	22	Female
P3	21	Female
P4	22	Male
P5	21	Female
P6	21	Female
P7	22	Male
P8	21	Female
P9	22	Female
P10	22	Female
P11	22	Male
P12	22	Female
P13	21	Female
P14	21	Female
P15	22	Male
P16	21	Female
P17	21	Male
P18	21	Female
P19	21	Female
P20	22	Female

**3.12. Administering the questionnaire as a post-test data collection tools**

The sixth stage as a part of the evaluation process was the administration of the same questionnaires, which were conducted in the first week of the term (2015-2016 academic year fall semester). The aim of administering post-tests was to ascertain any difference in participants’ awareness, knowledge, attitude and feelings towards diversity. In other words, pre-test and post-test item results were compared to each other in order to determine the changes before and after the diversity treatment. The computation of Cronbach’s Alpha coefficients in the post-test revealed high reliability ( $\alpha = .80$ ).

### 3.13. Course Design and Intervention Procedures

Elective I: Diversity in The Language Classroom course was a seventh semester course (fall term) of the fourth year. Course design was organized and modified considering students' needs and wants determined via questionnaire results. In addition, as the course was held in the previous year, former participants' feedbacks about the course content and implementation were taken into account while redesigning the present course. In other words, the students' reflections obtained from the previous year course were taken into account while designing the course content of the relevant study.

The course was held as two class hours once a week. The intervention lasted for 14 weeks. During the first week of the course, the pre-test was administered to the course participants and the course content along with basic terms and descriptions were introduced.

As mentioned, before the first week was such an introduction phase and after conducting pre-tests students were asked to introduce themselves. Then, the students' present views and feelings about diversity and working with diverse students were investigated by questioning. For the second week, the course design was reorganized and the students were handed out the weekly course content and the course pack. Students were asked to read the weekly part of the course pack and online articles before coming to the class.

Each week of the course, the course instructors lectured about the topic and created a conversational atmosphere in class. Moreover, videos and movies related to the topics were used as aids to have discussions on the topics. You can see the course content in Table 5.

Table 5.

Course Content

Week	Content
Week 1	Meeting the students Overview of the course
Week 2	Syllabus review Introduction to the basic concepts related to instruction
Week 3	Diversity of Language Teaching in CEF and general view in Turkey
Week 4	Learner Differences –personality
Week 5	Language aptitude –its relation with age and intelligence
Week 6	Age, gender, style, cultural background, identity

<b>Weeks 7</b>	<i>Mid-term Examinations Period</i>
<b>Week 8</b>	Strategy use
<b>Week 9</b>	Autonomy and Motivating Learners
<b>Week 10</b>	Other learner characteristics
<b>Week 11</b>	Race and Ethnicity
<b>Week 12</b>	Working with Diverse Families: Parental Partnership in Education
<b>Week 13</b>	Educating Teachers for Cultural and Linguistic Diversity
<b>Week 14</b>	Bullying in Schools
<b>Week 15</b>	Course evaluation

### 3.14. Data Collection and Analysis Procedure

In this study, the data collection tools and data analysis procedures utilized to seek answers to the research questions are displayed in Table 4.

Table 6.

Data collection tools and data analysis procedures

Research Question	Data Collection	Data Analysis
<i>1.a. What are ELT prospective teachers' views on diversity?</i>	Questionnaire	Descriptive statistics
<i>1.b. What are ELT prospective teachers' views on DE?</i>		
<i>Research Question 2. Does DT have an effect on ELT prospective teachers' views on diversity?</i>	Pre-test (questionnaire)	Descriptive statistics Wilcoxon Signed Rank
<i>Research Question 2. Does DT have an effect on ELT prospective teachers' views on diversity?</i>	Post-test (questionnaire)	Descriptive statistics Wilcoxon Signed Rank
<i>Research Question 3. What are ELT prospective teachers' views on diversity who attended the diversity course?</i>	Interview	Content analysis

Table 7.

Factor Analysis and Reliability Results

Factor	Items	$\alpha$
1. Perceptions of Professional Education Courses	49, 50, 51, 52, 53, 54	.90

2. Professional Expectations on Diversity	58, 59, 60, 61, 62	.90
3. Attitudes towards Teaching	1, 2, 9, 46	.82
4. Attitudes towards Diversity in Teaching	10, 11, 39, 40	.76
5. Lack of Prejudice to Diverse Groups	23, 24, 25	.94
6. Beliefs about Diversity and Methodology	17, 18, 19	.91
7. Attitudes towards Working in Diverse Regions	27, 28, 29, 30	.71
8. Attitudes towards Diversity	20, 21, 22, 44	.69
9. Perceived Knowledge about Diversity	3, 4, 8	.68
10. Attitudes towards Learning about Diversity	6, 55, 56	.70
11. Perceived Knowledge about Dealing with Diversity	33, 34, 36, 41	.60
SCALE TOTAL		.88

As seen in the table, all factors and the scale total had acceptable to excellent reliability coefficients. The details regarding the factor loadings are presented in APPENDIX C. Among the items, 23, 24, 25, 27, 28, 34, 41 and 44 were reverse coded due to negative wording.

### **3.15. Data Analysis**

For the identification of perceptions regarding diversity in education, scale items were descriptively analyzed by computing the mean and standard deviation values for the scale total and each of the subscales.

Parametric analyses assume that the error terms in the data are normally distributed (Field, 2018). However, the size of a data set results in an observable difference in distribution (Taylor, 2018) and in the case of samples smaller than 30 data points, nonparametric tests should be preferred (Khamis, 1988). Since the number of the participants in the intervention part of the study was 20, nonparametric analyses were run on the data sets belonging to this group. In other terms, since the group that took the intervention was rather small in statistical terms with fewer than 30 cases ( $N = 20$ ), nonparametric tests were used for pretest – posttest scale comparisons (Çepni, 2009). In that regard, the Wilcoxon Signed Rank Test, which is used to compare paired samples in nonparametric terms, was used for the scale total and each of the subscales. Effect sizes for the Wilcoxon Signed Rank Tests were computed as  $r = Z / \sqrt{N}$  where  $N$  is the total number of observations (Field, 2013).

### **3.16. Chapter Summary**

In this chapter, it was aimed to establish the overall framework of the research process and the methodology design of the study. Within the context of methodology, information about research design, research context, data collection tools and procedures, diversity course design, intervention processes, data analysis procedure was presented in detail.



## Chapter IV

### FINDINGS

The findings of the study are presented in this chapter. The data were collected through administering different data collection tools. First of all, the questionnaire is administered to elicit a general view of ELT students. Secondly, the questionnaire was used as a pre-test and post-test data collection tool for the treatment group. Lastly, semi-structured interviews were implemented for data collection of this study.

#### 4.1. Objectives and Research Questions

The purpose of this study was two-fold: the first purpose of this study was to design a model of syllabus so as to provide DT for ELT prospective teachers. The second purpose was to increase prospective teachers' awareness and knowledge towards diversity and its implications on teaching practices. In order to address the purposes of the present study, a course syllabus was designed to prepare ELT prospective teachers for their future teaching careers by informing them about diversity issues related with teaching.

The research findings were obtained so as to seek answers to the following research questions and sub-questions:

**Research Question 1.** Are ELT prospective teachers aware of diversity issues?

Sub-questions:

1.a. What are ELT prospective teachers' views on diversity?

1. b. What are ELT prospective teachers' views on diversity education (DE)?

**Research Question 2.** Does DT have an effect on ELT prospective teachers' views on diversity?

**Research Question 3.** What are ELT prospective teachers' views on diversity who attended the diversity course?

#### Findings of the Study

The findings of the present study are presented by interrelating with each research question.

## **4.2. Initial Stage Data before Treatment**

### **4.2.1. Findings of RQ1. Are ELT prospective teachers aware of diversity issues?**

To elicit relevant data for the main research questions above, it was enhanced with sub-questions to gather a broader outlook of the suggested study.

#### **Sub-questions:**

- 1.a. What are ELT prospective teachers' views on diversity?
1. b. What are ELT prospective teachers' views on DE?

### **4.2.2. Questionnaire for ELT Prospective Teachers' Perceptions on Diversity.**

Questionnaire for ELT Prospective Teachers' Perceptions Diversity developed by the researcher and re-examined by the expert instructor, was conducted to students from all grades of ELT department. The questionnaire was prepared in English since the students were from ELT department and their proficiency levels were assumed to be as B2 or C1. The questionnaire was composed of one open-ended question and 43 Likert-scale questions. Before administering the questionnaire, the researcher gave the necessary instructions and the participants were asked if any clarification in any item is required in order to avoid the expressions from obscurity. 310 freshmen, sophomore, junior and senior students voluntarily answered the questionnaire.

The topics through which diversity was defined by the participants can be seen below in Table 1.

Table 8.

Definitions of Diversity by the Participants

Definition	Mentions
Socio-cultural differences	61
Ethnic differences	39
Individual learner differences	24
Co-existence	21

Cultural differences	16
Personal differences	15
Variety	10
Economical differences	10
Tolerance	4
Multiculturalism	4
Age	4
Discrimination	4
Necessity for education	2
Productivity	2
Independence	2
Natural Occurrence	2
Understanding	1
Stereotyping	1
Reason of destruction	1
Multi-ethnic parents	1
Melting pot	1
Inequality in education	1
Sameness	1
Ecologic diversity	1
Distance	1
Enough	1
Colour	1
<b>TOTAL</b>	<b>231</b>

As seen in the table, most participants defined diversity through socio-cultural differences, ethnic differences, individual learner differences and co-existence. For instance, one participant who defined the concept through socio-cultural differences commented as follows, emphasizing differences in ways of thinking, religious faith and cultures:

“Not every one of us are same in this planet. Each person in this world has different thoughts, religious beliefs, different cultural origins. You can’t treat everyone the same way.” (P53)

Another participant defined diversity as ethnic differences and exemplified different nations as given below:

“When I consider, black and white, Turkish or maybe American, Kurdish people come to my mind. I think completely opposite people are being educated in the same class when it’s thought for education.” (P2)



Individual learner differences were also among the concepts through which diversity was defined. One participant commented on the issue as follows, with a special emphasis on different learning styles and strategies:

“Diversity means different student, different learner styles and strategies.” (P60)

Co-existence was also emphasized by some participants for a definition of diversity. One such participant commented:

“Diversity is not problem. I think, every ethnic group can live together, if everybody be respectful each other, everything can be better.” (P91)

As seen in the quotation, P91 emphasized the co-existence of ethnicities based on respect in his/her definition of diversity.

In the findings, it was seen that most definitions of diversity were made through differences such as socio-cultural, ethnical, economic, cultural or personal differences. It was also seen that the concept was defined through other concepts with negative connotations such as discrimination, stereotyping or inequality by some participants.

The findings for the items that aimed to identify participants’ perceptions on diversity in teaching English are presented below in Table 9.

Table 9.

Perceptions of Diversity in Teaching English (N = 310)

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>
Scale Total	3.84	0.38	3.83	1.95	4.81
6. Beliefs about Diversity and Methodology	4.44	0.68	4.67	1.33	5.00
4. Attitudes towards Diversity in Teaching	4.34	0.60	4.50	1.25	5.00
3. Attitudes towards Teaching	4.26	0.74	4.50	1.00	5.00
2. Professional Expectations on Diversity	4.15	0.65	4.00	1.80	5.00
10. Attitudes towards Learning about Diversity	4.14	0.64	4.00	1.00	5.00
8. Attitudes towards Diversity	3.99	0.62	4.00	1.25	5.00
5. Lack of Prejudice to Diverse Groups	3.95	1.21	4.00	1.00	5.00
9. Perceived Knowledge about Diversity	3.71	0.63	3.67	1.67	5.00
1. Perceptions of Professional Education Courses	3.35	0.78	3.33	1.00	5.00
11. Perceived Knowledge about Dealing with Diversity	3.30	0.64	3.25	1.50	4.75

7. Attitudes towards Working in Diverse Regions	3.16	0.86	3.00	1.25	5.00
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The results showed that the perceptions of the participants regarding diversity in teaching English were positive in general ( $M = 3.84$ ,  $SD = 0.38$ ). Among the subscales of the scale, Beliefs about Diversity and Methodology ( $M = 4.44$ ,  $SD = 0.68$ ), Attitudes towards Diversity in Teaching ( $M = 4.34$ ,  $SD = 0.60$ ) and Attitudes towards Teaching ( $M = 4.26$ ,  $SD = 0.74$ ) had the highest mean values. The lowest means were observed in the Perceptions of Professional Education Courses ( $M = 3.30$ ,  $SD = 0.64$ ), Perceived Knowledge about Dealing with Diversity ( $M = 3.30$ ,  $SD = 0.64$ ) and Attitudes towards Working in Diverse Regions ( $M = 3.16$ ,  $SD = 0.86$ ) subscales.

In depth analysis of the participants' ideas, the responses were also treated as categorical variables and reported as frequencies and percentages. A total of 19 problematic items were removed from the initial scale after the exploratory factor analysis, and frequency and percentages obtained for each remaining items were demonstrated in Table 10.

Table 10.

Frequencies and Percentages for All Accepted Items

Item No	Statement	Strongly Disagree		Disagree		Neither Agree Nor Disagree		Agree		Strongly Agree		TOTAL f
		f	%	f	%	f	%	f	%	f	%	
1	I chose ELT department voluntarily.	6	1.90	6	1.90	21	6.90	102	32.80	175	56.50	310
2	I am volunteered to be an English teacher.	8	2.70	8	2.70	37	11.80	95	30.50	161	51.90	309
3	I am knowledgeable about diversity.	1	0.38	15	4.96	99	32.06	136	43.89	44	14.12	296
4	I am knowledgeable about individual differences.	0	0.00	7	2.29	31	9.92	161	51.91	93	30.15	292
6	I think that this course is beneficial for preservice language teachers.	1	0.38	5	1.53	40	12.98	140	45.04	114	36.64	299
8	I am knowledgeable about the sub-categories of diversity.	4	1.15	47	15.27	134	43.13	88	28.24	21	6.87	293
9	I like teaching profession.	2	0.76	7	2.29	52	16.79	135	43.51	103	33.21	299
10	A teacher should	1	0.38	4	1.15	21	6.87	99	32.06	177	57.25	303

	be aware of diversity issue.											
11	A teacher should know the backgrounds of his/her learners.	1	0.38	8	2.67	31	9.92	122	39.31	146	46.95	308
17	A teacher should use different teaching techniques appealing to diverse learner types.	0	0.00	7	2.29	21	6.87	101	32.44	181	58.40	310
18	A teacher should use different teaching strategies appealing to diverse learner types.	1	0.38	6	1.91	19	6.11	110	35.50	168	54.20	304
19	A teacher should use different teaching materials appealing to diverse learner types.	1	0.38	8	2.67	20	6.49	110	35.50	163	52.67	303
20	I recognize diversity.	6	1.91	6	1.91	51	16.41	134	43.13	104	33.59	300
21	I accept diversity.	4	1.15	4	1.15	20	6.49	117	37.79	160	51.53	304
22	I respect diversity.	2	0.76	6	1.91	17	5.34	102	32.82	173	55.73	299
23	I have prejudices towards people from different ethnical backgrounds.	125	40.46	77	24.81	43	13.74	32	10.31	24	7.63	300
24	I have prejudices towards people from different religious backgrounds.	147	47.33	73	23.66	33	10.69	22	7.25	25	8.02	300
25	I have prejudices towards people from different socio-economic backgrounds.	162	52.29	73	23.66	26	8.40	15	4.96	27	8.78	304
27	I have some worries about working at different regions of Turkey after I graduate.	46	14.89	39	12.60	66	21.37	90	29.01	59	19.08	300
28	I have fears that I will meet with different learners when I am appointed to different regions of Turkey as a teacher.	64	20.61	75	24.05	86	27.86	50	16.03	27	8.78	302
29	I think I can work enthusiastically in each region of	19	6.11	43	13.74	102	32.82	84	27.10	57	18.32	304

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	Turkey after I graduate.											
30	I think I know how to deal with learners whose mother tongue is different from Turkish.	15	4.96	51	16.41	119	38.55	89	28.63	27	8.78	302
33	I think I am knowledgeable about motivating learners.	5	1.53	17	5.34	96	30.92	138	44.66	46	14.89	302
34	I have no idea about how to deal with diverse learners.	27	8.78	111	35.88	102	32.82	47	15.27	12	3.82	299
36	My previous courses have provided me enough knowledge about diversity.	18	5.73	66	21.37	116	37.40	80	25.95	19	6.11	299
39	Diversity is an important issue in teaching field.	2	0.76	14	4.58	30	9.54	119	38.55	134	43.13	299
40	I think gaining knowledge about diversity is important for my future teaching practices.	2	0.76	4	1.15	28	9.16	114	36.64	153	49.24	300
41	I do not have any idea about the diversity course and its possible contributions.	22	7.25	96	30.92	103	33.21	56	17.94	22	7.25	299
44	Too much diversity lowers educational standards.	26	8.40	54	17.56	132	42.75	57	18.32	24	7.63	293
46	My aim is to become an English teacher.	11	3.40	8	2.70	39	12.60	75	24.00	172	55.30	304
49	My professional education courses have offered my with techniques for bringing a variety of cultures in to the classroom.	12	3.82	45	14.50	111	35.88	104	33.59	30	9.54	302
50	My professional education courses have offered my with techniques for effectively teaching children whose national and/or racial backgrounds differ from my own.	12	3.82	53	17.18	123	39.69	83	26.72	30	9.54	300
51	My professional education courses	11	3.44	49	15.65	102	32.82	108	34.73	31	9.92	299

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	have helped me communicate with students from diverse backgrounds.											
52	My professional education courses have given me the knowledge to be able to place and evaluate culturally diverse materials.	11	3.44	44	14.12	124	40.08	92	29.77	30	9.54	300
53	My professional education courses have helped me communicate with the families of students from diverse backgrounds.	13	4.20	56	17.94	111	35.88	84	27.10	33	10.69	297
54	When I complete my training at this university, I will be adequately prepared to teach my students from different cultures.	8	2.67	11	3.44	101	32.44	122	39.31	62	19.85	303
55	I would like to receive more training in evaluating the educational accomplishments of students from culturally diverse backgrounds.	2	0.76	4	1.15	51	16.41	144	46.56	99	32.06	300
56	I would like to get more training in recognizing and evaluating culturally diverse materials to be used in the classroom.	2	0.76	5	1.53	44	14.12	148	47.71	104	33.59	303
58	When I become a teacher I will probably have students from different religious backgrounds.	4	1.15	7	2.29	66	21.37	132	42.75	96	30.92	305
59	When I become a teacher I will probably have students from different cultural backgrounds.	0	0.00	4	1.15	41	13.36	148	47.71	114	36.64	306
60	When I become a teacher I will probably have students from	0	0.00	6	1.91	45	14.50	153	49.24	102	32.82	305

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	different ethnic groups.											
61	When I become a teacher I will probably have students from other religions.	0	0.00	12	3.82	75	24.05	127	40.84	92	29.77	305
62	When I become a teacher I will probably have students having different types of learning styles.	2	0.76	0	0.00	26	8.40	116	37.40	163	52.67	308

As shown in the table, most responses related to attitudes towards teaching in the items 1, 2, 9 and 46 were clustered around Strongly Agree and Agree for all four statements. Items 1 and 2 revealed that over 80% of the participants chose to study ELT voluntarily. Moreover, around 80% of the participants were found to aim to become English teachers and around 75% of the participants stated that they liked teaching profession.

The responses about self and diversity items (3, 4, 8, 20, 21, 22, 23, 24, 25) showed that 80 to 90% participants reported acceptance, recognition of and respect towards diversity. Regarding the items which asked participants about their knowledge of concepts regarding diversity, the agreement rate seemed to cluster more around 'Neither agree nor disagree' and 'Agree'. Among these items, knowledge about the sub-categories of diversity had the smallest frequency in the 'Strongly Agree' responses ( $f = 21$ ,  $\% = 6.87$ ). In the items about having prejudices towards different socio-economic backgrounds, religions or ethnicities, it was seen that 65 to 75% of the participants disagreed that they had prejudices towards the mentioned groups.

In the items 10, 11, 17, 18, 19, 33, 34, 39, 40, 44, the participants' opinions on diversity and teaching were investigated, and it was found that 88 to 91% of the participants agreed that teachers should apply suitable techniques and strategies and use appropriate materials for diverse learners. Around 42% of the participants disagreed that too much diversity lowered educational standards while approximately 43% neither agreed nor disagreed with this statement. In this item, the highest disagreement percentage was observed with 25.96%. 71 to 75% of the participants stated agreement with the items which emphasized certain differences among diverse groups with respect to their responses to classroom activities. Regarding having knowledge of how to motivate learners and strategies usable with

diverse learners, most participants (69-75%) neither agreed or disagreed or agreed with quite low frequencies in 'Strongly Agree' (5-15%).

In the items 58, 59, 60, 61, 62, the opinions of the participants on diversity and their future teaching career were investigated, and it was seen that most responses were clustered around 'Agree' and 'Strongly Agree'. Mainly, it was found out that 70 to 90% of the participants agreed that they would have students of various learning styles as well as cultural, ethnic and religious backgrounds.

The items 27, 28, 29, 30 sought to search for the opinions of the participants on diversity and being a teacher in Turkey. Regarding diversity and being a teacher in Turkey, participants' opinions were mainly seen to be towards the positive with some worries or fears. For instance, almost half of the participants (49%) stated that they had some worried about working in different regions of the country. Moreover, the responses were mainly clustered around 'Neither Agree Nor Disagree' (32.82%) and 'Agree' (27.10%) in the item about working enthusiastically in each region of Turkey. Ö 20.61% 'Strongly Disagree', 24.05% 'Disagree', 27.86% 'Neither Agree Nor Disagree', 16.03% 'Agree' and 8.78% 'Strongly Agree'.

The items about diversity and teacher training (36, 49, 50, 51, 52, 53, 54, 55, 56) were designed to investigate the participants' decisions whether teacher training programs would comprise diversity education. The results displayed that around 80% of the participants believed that more training was needed with respect to diversity. Slightly over 70% of the participants thought that they would be adequately prepared to teach students from different cultures once they graduate. In the items which stated that their professional courses had helped them communicate with diverse students and their families or taught them effective teaching skills and materials to be used with diverse groups, it was observed that most responses clustered around 'Neither Agree Nor Disagree' and 'Agree' with 57 to 70%. The highest percentages of disagreement in this group were seen in the item about the previously-taken courses contributing to knowledge about diversity (27 – 34%).

When asked for their opinions on the diversity course in the items 6 and 41, 82% of the participants expressed that they found the course beneficial for preservice teachers. Regarding having knowledge about the course and its content, most responses were clustered around 'Disagree' (30.92%) and 'Neither Agree Nor Disagree' (33.21%).

### 4.3. Secondary Stage Data Obtained after the Treatment

#### 4.3.1. Findings of RQ2. Does DT have an effect on ELT prospective teachers' views on diversity?

##### 4.3.1.1. Pre-Test and Post-Test Findings

The questionnaire developed by the researcher and re-examined by the expert instructor was administered to the treatment group at the very beginning and at the end of the treatment period in order to investigate the differences in terms of their awareness, views and knowledge on diversity and its relation with educational practices.

The comparison of the definitions of diversity by the participants in the pretest and posttest are presented below in Table 11.

Table 11.

Comparison of Diversity Definitions

Topic	Pretest Mentions	Posttest Mentions	Difference
Socio-cultural differences	11	13	2
Individual learner differences	11	10	1
Ethnic differences	7	3	4
Multiculturalism	1	1	0
Age	3	1	2
Value differences	0	1	1
Everything about humans	0	1	1
Cultural differences	3	0	3
Economical differences	3	0	3

As given in the table, diversity was most frequently defined through socio-cultural and individual differences in both pretest and posttest with slight differences in frequency. In the posttest, it was found that ethnic, cultural, economic and age differences were mentioned by fewer participants. Only slight changes were observed in the definitions of diversity through multiculturalism, value differences and everything related to humans.

The pretest – posttest comparisons regarding the effectiveness of the intervention on the perceptions of diversity in teaching English are presented below in Table 12.



Table 12.

## Pretest – Posttest Comparison of Perceptions of Diversity in Teaching English

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Scale Total (Pre)	4.082	0.255	4.140	3.600	4.470	-3.528	< .001	0.56
Scale Total (Post)	4.371	0.337	4.395	3.450	4.880			

Between the perceptions of the participants in the pretest ( $M = 4.08$ ,  $SD = 0.26$ ,  $Mdn = 4.14$ ) and the posttest ( $M = 4.37$ ,  $SD = 0.34$ ,  $Mdn = 4.40$ ), there was a statistically significant difference with a large effect ( $Z = -3.53$ ,  $p < .001$ ,  $r = 0.56$ ).

Perceptions of Professional education courses and their comparison are shown below in Table 13.

Table 13. Pretest – Posttest Comparison of Perceptions of Professional Education Courses

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Perceptions of Professional Education Courses (Pre)	3.904	0.370	4.000	3.000	4.500	-2.995	.003	0.47
Perceptions of Professional Education Courses (Post)	4.338	0.639	4.550	2.330	5.000			

In the results, it was seen that the posttest perceptions of professional education courses ( $M = 4.34$ ,  $SD = 0.64$ ,  $Mdn = 4.55$ ) were significantly higher than the pretest perceptions ( $M = 3.90$ ,  $SD = 0.37$ ,  $Mdn = 4.00$ ) with a moderate effect, indicating the positive effect of the intervention ( $Z = -3.00$ ,  $p < .01$ ,  $r = 0.47$ ).

Pretest – posttest comparison of the perceptions of professional expectations on diversity are tabulated below in Table 14.

Table 14. Pretest – Posttest Comparison of Perceptions of Professional Expectations on Diversity

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Professional Expectations on Diversity (Pre)	4.280	0.492	4.000	3.800	5.000	-2.406	.016	0.38
Professional Expectations	4.630	0.536	5.000	3.200	5.000			

The results indicated a statistically significant increase in the perceptions of the participants regarding their Professional Expectations on Diversity with a moderate effect ( $Z = -2.41, p < .05, r = 0.38$ ) from the pretest ( $M = 4.28, SD = 0.49, Mdn = 4.00$ ) to the posttest ( $M = 4.63, SD = 0.54, Mdn = 5.00$ ).

Wilcoxon Signed Rank Test results for the comparison of attitudes towards teaching are given below in Table 15.

Table 15. Pretest – Posttest Comparison of Attitudes towards Teaching

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Attitudes towards Teaching (Pre)	4.525	0.323	4.500	4.000	5.000	-1.164	.244	0.18
Attitudes towards Teaching (Post)	4.608	0.338	4.583	3.750	5.000			

The results indicated no statistically significant difference in the attitudes of the participants towards teaching ( $Z = -1.16, p > .05, r = 0.18$ ).

The comparison results of the attitudes towards diversity in teaching are presented below in Table 16.

Table 16. Pretest – Posttest Comparison of Attitudes towards Diversity in Teaching

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Attitudes towards Diversity in Teaching (Pre)	4.625	0.339	4.750	4.000	5.000	-1.696	.090	0.27
Attitudes towards Diversity in Teaching (Post)	4.775	0.343	5.000	3.750	5.000			

In the attitudes towards diversity in teaching, no statistically significant change was observed from the pretest to the posttest ( $Z = -1.70, p > .05, r = 0.27$ ).

The comparison regarding lack of prejudice to diverse groups is tabulated below in Table 17.

Table 17. Pretest – Posttest Comparison of Lack of Prejudice to Diverse Groups

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Lack of Prejudice to Diverse Groups (Pre)	4.133	1.005	4.167	1.670	5.000	-0.818	.414	0.13
Lack of Prejudice to Diverse Groups (Post)	3.783	1.448	4.000	1.000	5.000			

According to the results, the intervention had no statistically significant effect on the lack of prejudice to diverse groups ( $Z = -0.82$ ,  $p > .05$ ,  $r = 0.13$ ).

Beliefs about diversity and methodology are shown below in Table 18 with the pretest – posttest comparison.

Table 18. Pretest – Posttest Comparison of Beliefs about Diversity and Methodology

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Beliefs about Diversity and Methodology (Pre)	4.700	0.458	5.000	3.670	5.000	-1.975	<b>.048</b>	0.31
Beliefs about Diversity and Methodology (Post)	4.917	0.303	5.000	3.670	5.000			

The results revealed a statistically significant change with a moderate effect from the pretest ( $M = 4.70$ ,  $SD = 0.49$ ,  $Mdn = 5.00$ ) to the posttest ( $M = 4.92$ ,  $SD = 0.30$ ,  $Mdn = 5.00$ ) in the beliefs about diversity and methodology ( $Z = -1.98$ ,  $p < .05$ ,  $r = 0.31$ ).

Attitudes towards working in diverse regions are compared below in Table 19.

Table 19. Pretest – Posttest Comparison of Attitudes towards Working in Diverse Regions

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Attitudes towards Working in Diverse Regions (Pre)	3.213	0.654	3.125	2.250	4.330	-2.259	<b>.024</b>	0.36
Attitudes towards Working in Diverse Regions (Post)	3.525	0.707	3.500	2.500	5.000			

According to the results, there was a statistically significant increase with a moderate effect ( $Z = -2.26, p < .05, r = 0.36$ ) in the attitudes towards working in diverse regions from the pretest ( $M = 3.21, SD = 0.65, Mdn = 3.13$ ) to the posttest ( $M = 3.53, SD = 0.71, Mdn = 3.50$ ).

The pretest – posttest comparison of attitudes towards diversity is given below in Table 20.

Table 20. Pretest – Posttest Comparison of Attitudes towards Diversity

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Attitudes towards Diversity (Pre)	4.138	0.533	4.250	2.750	4.750	-2.167	<b>.030</b>	0.34
Attitudes towards Diversity (Post)	4.500	0.414	4.500	3.500	5.000			

The results indicated a statistically significant increase with a moderate effect ( $Z = -2.17, p < .05, r = 0.34$ ) in the attitudes towards diversity from the pretest ( $M = 4.14, SD = 0.53, Mdn = 4.25$ ) to the posttest ( $M = 4.50, SD = 0.41, Mdn = 4.50$ ).

The comparison of perceived knowledge about diversity is presented below in Table 21.

Table 21. Pretest – Posttest Comparison of Perceived Knowledge about Diversity

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Perceived Knowledge about Diversity (Pre)	3.683	0.366	3.667	2.670	4.000	-3.312	<b>.001</b>	0.52
Perceived Knowledge about Diversity (Post)	4.433	0.497	4.333	3.670	5.000			

A statistically significant difference with a large effect was detected between the pretest ( $M = 3.68$ ,  $SD = 0.37$ ,  $Mdn = 3.67$ ) and the posttest ( $M = 4.33$ ,  $SD = 0.50$ ,  $Mdn = 4.33$ ) in the perceived knowledge about diversity subscale ( $Z = -3.31$ ,  $p = .001$ ,  $r = 0.52$ ).

The pretest – posttest comparison results for the attitudes towards learning about diversity are tabulated below in Table 22.

Table 22. Pretest – Posttest Comparison of Attitudes towards Learning about Diversity

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Attitudes towards Learning about Diversity (Pre)	4.483	0.411	4.333	4.000	5.000	-0.579	.563	0.09
Attitudes towards Learning about Diversity (Post)	4.567	0.406	4.667	3.670	5.000			

According to the results, there was no statistically significant change regarding the attitudes towards learning about diversity due to the intervention ( $Z = -0.58$ ,  $p > .05$ ,  $r = 0.09$ ).

The pretest – posttest comparison of perceived knowledge about dealing with diversity is given below in Table 23.

Table 23. Pretest – Posttest Comparison of Perceived Knowledge about Dealing with Diversity

Scale	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>Min</i>	<i>Max</i>	<i>Z</i>	<i>p</i>	<i>r</i>
Perceived Knowledge about Dealing with Diversity (Pre)	3.604	0.506	3.750	2.750	4.250	-2.077	<b>.038</b>	0.33
Perceived Knowledge about Dealing with Diversity (Post)	4.000	0.716	4.000	2.500	5.000			

In the perceived knowledge about dealing with diversity subscale, a statistically significant difference with a moderate effect ( $Z = -2.08$ ,  $p > .05$ ,  $r = 0.33$ ) was detected between the pretest ( $M = 3.60$ ,  $SD = 0.51$ ,  $Mdn = 3.75$ ) and posttest results ( $M = 4.00$ ,  $SD = 0.72$ ,  $Mdn = 4.00$ ).

#### 4.4. Findings of RQ3. What are ELT prospective teachers' views on diversity who attended the diversity course?

##### 4.4.1. Interview Findings

After the treatment process, another data for assessing the outcomes of the treatment process, changes in students' views and knowledge about diversity and its implications on education along with their perceptions about the course and future suggestions was obtained via interview method. To broaden, students were asked to reflect their thoughts and perceptions about diversity and related issues before and after the course. In addition, their ideas about the course and its outcomes were tried to be examined via interview questions. Since it was a small study group size (N=20), all the participants of the treatment group were asked to participate in the interview process. Actually, all the participants voluntarily accepted to answer the interview questions. Interview questions are implemented in participants' native language since it is assumed that their speaking skill might be poorer than other language skills.

The answers of the interviewees were video-recorded and then transcribed by the interviewer. In order to analyse the data gathered from the interviews, content analysis method was carried out by the researcher and one expert. To accomplish the data analysis, the researcher and the expert outlined the themes and categories regarding the answers of the participants.

Themes and categories of the participants' responses are demonstrated in Table 24 given below:

Table 24.

##### Content Analysis Results

Themes	Categories						Total
Individual Differences (IQ6-IQ11) F	Age/Gender	Culture	Racial	Religious	Style/ Strategies	Family Background	
	16	20	15	12	14	20	97
Definition of Diversity (before the course) (IQ1) F	Term	Cultural Difference	Racial difference	Religious difference	Family Background	Age/ Gender	
	17	16	15	8	15	16	87
Previous Curriculum Courses increasing DA	SLA	ELT	Education	Literature			

<i>(IQ2)</i> <i>F</i> DA <i>(IQ3- IQ7-IQ15)</i>	<b>16</b> Teachers in the Eastern Part of Turkey	<b>15</b> Diversity types	<b>11</b> How to cope with diversity problems	<b>8</b> Scope of Diversity	Dealing with psychology		<b>50</b>
<i>F</i> Importance of Diversity for Teaching Profession <i>(IQ4)</i>	<b>20</b> Individual Differences	<b>19</b> Socio- economic Differences	<b>16</b> Family Backgrounds	<b>15</b> Impolite Teacher behaviours	<b>13</b> Teaching strategies	Learner's psychology	<b>83</b>
<i>F</i> Importance of Diversity for Foreign Language Teaching <i>(IQ5)</i>	<b>18</b> Culture	<b>17</b> Skills	<b>14</b> Students' mother tongue	<b>15</b> Respect and Value	<b>12</b> Linguistic Levels	<b>16</b>	<b>92</b>
<i>F</i> Worries about teaching profession <i>(IQ9)</i>	<b>17</b> Working in the Eastern Part of Turkey	<b>3</b> Cultural differences	<b>15</b> Socio- economic differences	<b>18</b> Terror problems	<b>5</b> <i>Bullying at schools</i>	Working at rural schools	<b>58</b>
<i>F</i> Effects of Diversity course on Teacher Psychology <i>(IQ10-IQ8-IQ15)</i>	<b>16</b> Teaching Profession	<b>15</b> Motivation	<b>8</b> Tolerance	<b>13</b>	<b>2</b>	<b>10</b>	<b>64</b>
<i>F</i> Course (Diversity) Content <i>(IQ12)</i>	<b>17</b> Course Schedule (not satisfactory)	<b>19</b> Discussion	<b>15</b> Videos of graduate students	Lectures	Motivation		<b>51</b>
<i>F</i> Future Expectations <i>(IQ13-IQ14)</i>	<b>20</b> Compulsory	<b>15</b> Placing the course every term	<b>19</b> Increasing weekly class hours	<b>18</b>	<b>19</b>		<b>91</b>
<i>F</i> <b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>17</b>				<b>57</b> <b>730</b>

***IQ1.** Did you have knowledge about diversity before the course? If the answer is yes, what did you have in your mind about diversity?*

As seen from the content analysis, most of the participants (17) declared that they could define 'diversity' as a term before attending the course. While 15 of them mentioned about racial differences and family backgrounds of the students; 16 of them reported that they thought of age and gender and 8 of them stated that religious differences occur in their minds before the course. Furthermore, few students (3) affirmed that they did not know what diversity was before the course.

**P11** "S: Well... I did not have much knowledge about diversity before the course, actually. I just knew the meaning of it."

"T: So, nothing came to your mind when you heard diversity rather than its meaning, right?"

“S: Yes. Only ‘differences’ I mean... Just its Turkish meaning... I did not have any idea about the content...”

**P5** “S: I just knew the term meaning of diversity. I mean variation, differences... But after the course I learned it in a more detailed manner.”

“T: So, you say you just knew the lexical meaning of diversity, right?”

“S: Yes, exactly. Could be related with racial or religious differences... Not sure, but just an opinion...”

Both P11 and P5 reported that they only knew the lexical meaning of diversity before the course. Additionally, P5 indicated that she could relate it with racial and religious differences, but it is not for sure.

***IQ2:** Has diversity been mentioned in the previous courses you have attended? If yes, to what extent and about which aspects?*

Examining the reports, it is apparent that diversity was mentioned in some previous courses the students had attended before. According to majority of students (N=16), diversity was discussed in SLA course and 15 of them had the idea that diversity was mentioned in the previous ELT courses. Moreover, while 11 of the participants reported that they are familiar with diversity from educational courses, 8 of them stated that diversity was referred in English Literature courses they had taken in the previous years. Additionally, four participants declared that they had not been familiar with diversity from any previous courses.

**P1** “S: Yes, diversity was mentioned in some courses..., but not labelled as ‘diversity’... I mean I did not know they were diversity issues...”

“T: Which issues were they?”

“S: For example, learner strategies and styles, teaching strategies...”

“T: OK... in which courses?”

“S: We talked about those issues in SLA... In educational courses, we talked about different teaching strategies... During microteaching sessions in ELT methodology courses... We prepared lesson plans considering students’ age groups... That is all... as far as I remember...”



**P4** “S: When I think of what we have learned during the diversity course, yes... in ELT methodology courses diversity was highly stressed. It was even related with diversity, in terms of its content I mean... Basically on individual differences... Also, within some reading texts in literature courses about people with diverse religions or ethnicity...”

As seen clearly, according to P1 and P4 some aspects of diversity were discussed in some previous courses they attended, but it had no relevance to diversity.

**IQ3:** *Has the course helped you to get more awareness on diversity?*

To question IQ3, all the participants agreed that the course helped them to gain awareness on diversity. Examining the results, it is evident that all participants’ awareness on diversity (N=20) increased in terms of diversity problems faced by teachers in the Eastern part of Turkey and 16 of them reported that they learned how to cope with diversity problems. Nearly all the participants (N=19) declared that they got familiar with diversity types and 15 of the participants stated that they learned about the scope of diversity. Moreover, more than half of the participants (N=13) indicated that their awareness on diversity has increased in terms of dealing with psychology. Categories related with the DA were also discussed as a response to IQ7 and IQ15.

**P2** “S: Yes. Absolutely. My awareness has increased in terms of diversity issues, types of diversity and how to cope with diversity both through videos we watched and through discussions we had... I mean... You know diversity is an inevitable part of us. My awareness has increased in how to deal with it, how to turn it out to a positive way...”

**P18** “S: Yes, I can say that has increased a lot. I noticed that diversity is not all about individual or individual differences... It is related with culture, geography... For instance, I did not have any idea about the diversity problems faced by the teachers working in the Eastern part of Turkey...”

Considering the responses, it is realized that P2 and P18 agreed that their awareness on how to deal with diversity problems had increased after the course. Moreover, it was seen that both of the participants gained more awareness about different types of issues related with diversity.

***IQ4:*** *Could you tell me about the importance of diversity knowledge for teaching profession?*

Analysing the table it is clear that nearly all participants had the idea that diversity knowledge is important for teaching profession in terms of understanding ID (N=18), socio-economic differences (N=17) and understanding learners' psychology (N=16). Moreover, most of the participants reported that having knowledge on diversity is important for preventing impolite teacher behaviours (N=15) and understanding the importance of family backgrounds (N=14) and teaching strategies (N=12).

**P3** "S: Each student is somewhat unique in a class; they are all diverse. There are students of high or low socio-economic status... Or there are some students without parents either father or mother or both... For example, when we go to schools as a part of school experience course this term, there were 2 students staying at the Institution for the Care of Orphans. A teacher should have diversity knowledge in order to care for all his learners individually and equally. I mean she should know each of them and their problems one by one in order to touch their hearts... Cause, education is not just a matter of teaching a subject..."

**P12** "S: So important... For example, one of my friends from Primary School Education Department was going to a school as a part of School Experience course. She told me that the teacher always had bad attitudes towards her students, even insulted them. I think she has any knowledge about diversity. This would affect their psychology and futures in a bad way... That's why, the prospective teachers should be informed about diversity."

Examining the responses, it is noticeable that P3 started with mentioning about individual diversity and stresses upon socio-economic status and family backgrounds of the learners. Additionally, she drew attention to equality in education and teacher's role on learner's psychology. Furthermore, P12 pointed out impolite teacher behaviours and its effects on the importance of learner's psychology.

***IQ5:*** *More specifically, how could you describe the importance of diversity knowledge for foreign language teaching as an ELT prospective teacher?*

When the participants were asked about the importance of diversity knowledge for foreign language teaching as an ELT prospective teacher, most of the participants reported the

importance of respect and value diversity (N=18), culture (N=17), students with different mother tongues (N=15). Moreover, they also referred to the importance of students' linguistic levels (N=5) and skills (N=3) in terms of foreign language teaching.

**P11** “S: Language and culture are interrelated... I mean it is impossible to teach the language independent from culture. A language teacher should be more respectful to other cultures. Also, he should impregnate her students with respect and value towards other cultures.”

**P18** “S: I guess I will give an example from the East part of our country again. Some students' native language is Kurdish and even they do not speak Turkish. However, we will try to teach English to those students. It is really a challenging task... Throughout the diversity course we watched real-life inspirational videos and discussed such issues... I mean, how to teach English to people from different cultures, having different mother-tongues...”

**P7** “S: In terms of diversity knowledge, a language teacher should be aware of diverse language skills as well as diverse learning strategies. Since each individual is unique, we should evaluate his/her performance regarding diverse learning strategies. For instance, some students may use cognitive strategies very well, while some may use metacognitive strategies well...I mean before attending this course in my previous methodology courses such as ELT, I learnt about diverse learning strategies theoretically; but in this course by watching videos on strategies use, I could understand how to evaluate diverse learning strategies of learners and their abilities in language skills...”

Looking at the responses, it is observed that P11 emphasized the bound between language and culture and highlighted the importance of respecting and appreciating different cultures by the teachers and educating the students to respect and value other cultures. Moreover, P18 explained the importance of diversity knowledge on foreign language teaching by mentioning about teaching English to students having different mother tongues and from different cultures. Additionally, P7 referred to diverse language skills and diverse learning strategies by giving examples from cognitive and metacognitive strategies. Furthermore, he added that the course had contributed to him in terms of diverse learning strategies and evaluating diverse learning strategies of learners their abilities in language skills.

***IQ6: Has the course helped you to gain insight about diversity types?***

For IQ6, the participants mentioned diversity types they had learned from the diversity course. For Q11, the participants also mentioned about the same categories, namely ID. All the participants (N=20) talked about diversity related with the family backgrounds of the students and about CD. Additionally, most of the participants talked of gender/age differences and racial differences (N=16 and N=15 respectively). Moreover, to those questions, nearly all of them (N=18) spoke of racial differences; and more than half of them about diverse learning style/strategies and religious diversity (N=14 and N=12 respectively).

**P4** “S: Actually I have noticed that diversity is not limited to age and gender or style or strategies of the learners. There are many issues to be considered such as family backgrounds, cultures, religions, ethnicities... I mean if there are 50 people here are also 50 diverse people...50 numbers of diversity subjects exist...I also recognized that diverse styles of learners lead to diverse learning strategies use in language learning process...”

**P7** “S: Of course... now it is more than ‘differences’ for me. It has become clearer... In a class, even though there are students from the same region, even from the same district, they are all diverse. Diversity involves many aspects such as age, gender, religion... It is everywhere...”

***IQ7: Do you have enough knowledge about diversity after attended the course?***

As a response to IQ7, 14 students agreed that they did not have sufficient knowledge about diversity before the diversity course. However, they indicated that the course provided them with profound knowledge and awareness for their future teaching careers. On the other hand, 8 participants believed that they gained adequate knowledge about diversity after they took the diversity course.

**P10** “S: Well... Learning is endless and always makes progress. Thus, my knowledge about diversity and teaching will increase in time. In diversity course, I learned many things about the types of diversity, its scope and dealing with diversity problems. But yet, I find myself qualified as a prospective teacher.”

**P5** “S: When I went home after the course each week, I always watched either a video or read a study about diversity. I can say that my awareness has increased after each diversity course. I cannot say that I have sufficient information about diversity,

but the course introduced me to diversity, subjects of it, dealing with problems... I will keep on studying on it.”

About IQ7, both p10 and p5 indicated that they became knowledgeable after the course, but this was not an end. Additionally, they stated that they gained knowledge on diversity issues and ways to find solutions to the problems related to diversity. Furthermore, they confirmed that their knowledge about diversity would increase in the course of time.

***IQ8: Has this course met your expectations?***

To this question, all of the students (N=20) declared that they chose this course unconsciously and 14 of them stated that they chose it because of the instructor’s name. On the other hand, while 16 of them stated that the course met their expectations, few of them (N=4) affirmed that the course outcomes were far better than their expectations. While responding to IQ8, students referred to the themes of the effects of diversity course on teacher psychology. Of 20 students, half of them (N=10) mentioned about the effects of diversity course on teaching profession and nearly half of them (N=8) referred to its motivational impact.

**P2** “S: In fact, I did not have any expectations at the beginning. I chose that course because of the instructor, without paying attention even to the name of it. It was a beneficial, effective and motivational course. I think every teacher should have diversity course.”

**P9** “S: Certainly, even the course was beyond my expectations. I chose this course randomly. At the first week, we were informed about the content and we discussed all those subjects. I am so happy for taken the course because it is so valuable in terms of teaching profession. I will not take KPSS (Public Personnel Selection Examination), but most of my friends will take this exam. When we talk, they say that this course will have also a positive effect on their exam grades.”

As seen from responses, P2 and P9 chose the course unconsciously and both believed that the diversity course was beneficial in several terms. Moreover, while P2 talked about the name of the instructor’s influence on her decision, P9 mentioned the benefits of the diversity course upon KPSS exam.

***IQ9: Were you anxious about being appointed to different regions of the country after graduation? If yes, what were those worries about?***

As a response to IQ9, nearly all participants (N=16) claimed that they have worries about working at the Eastern part of the country. While 15 of them related this worry with CD, 13 of them pointed to terror problems, 8 of them discussed about low socio-economic standards. While half of them (N=10) explained that they had worries on working at rural schools, few participants (N=2) identified that their worries were mostly about bullying problems at schools. Additionally, only one of the participant asserted that she had no worries about working at the Eastern part of the country because she was born and raised up in Greece and had no idea about diversity or conditions of different regions at Turkey.

**P2** “S: Of course there was. In fact, I have always wanted to be a teacher. However, I had a fear of being appointed to Eastern part of Turkey. Limited facilities, poor living conditions, people and students from different cultures having native languages, how to teach those learners... Most importantly terror problems...”

**P13** “S: I had worries about bullying at schools. This term during my school experience course, I went to a high school and there was a student extremely prone to violence. We heard that he committed violence to one of his teachers. There are such kind of students at schools...”

Examining the responses, it is obvious that P2 had socio-economic, cultural, linguistic and terroristic concerns about working at the eastern part of the country as a teacher. Additionally, P13 had worries about bullying and school violence problems she might encounter in her future teaching career.

***IQ10:** Has the diversity course help you to overcome your worries? In other words, has the diversity course helped you to be prepared for your future teaching profession psychologically?*

To this question, most of the participants (N=18) agreed that the diversity course helped them to overcome their worries they had before attending the course. While answering to IQ10, participants mostly stated the effects of diversity course on teacher psychology. To clarify; most of the participants (N=15) put forward that the course made them gain tolerance towards diversity. Additionally, while half of the participants (N=10) indicated that the course helped them to get prepared for their future teaching careers; about half of the participants (N=11) mentioned the motivational impact of the diversity course.

**P2** “S: Yes, to a great extent. Through holding discussions during the lessons, reflecting our worries and getting in touch with the former graduates, we noticed that those worries are a little bit over exaggerated. The diversity course made me remember how important and how I love teaching profession. The course prepared us to teaching.”

**P14** “Yes, absolutely. The course psychologically prepared us to our profession. We got motivated so much. I realize that I am not the only one who will face with difficulties. We watched many successful teachers and their students with eyes shining with happiness. Now I believe in myself. I have the desire to succeed wherever I go.”

Examining the responses, P2 stated that graduate students’ videos had a positive effect on her previous worries about teaching and indicated that she had realized that those worries were groundless. Moreover, she indicated that she was motivated towards teaching profession. Additionally, P14 put forward that the diversity course provided psychological support and motivation for overcoming her preconceived opinions.

***IQ11:** Do you believe that knowledge gained from the diversity course could be helpful in solving problems you may encounter during your future teaching experiences?*

While responding to this question, students mostly argue about the ID. Nearly all of the participants agreed that the diversity course could be helpful in solving problems they might encounter during their future teaching experiences (N=17). Few of the students (N=3) declared that they were not sure whether they could use their knowledge gained throughout the course while teaching by indicating that they did not have any idea about the problems they would meet in their future teaching careers. Moreover, most of the students (N=15) referred to family and cultural backgrounds (N=17) of the students. In addition, more than half of the participants mentioned age/gender (N=13), style/strategies of the learners (N=11) and racial diversity (N=11) while reporting their views on IQ11.

**P3** “S: Absolutely yes. It already helps in providing insight during my school experience course during classroom observations. As told before, there were 2 students staying at the Institution for the Care of Orphans. One of them had mild mental retardation... the classroom teacher said. The other had problems with socializing, ... too much introvert and never wanted to participate in conversations. Throughout the term, we made observations and for 2 weeks, we lectured and tried

to draw all students' attention by using different activities and materials. I mean, we used the information gained from the diversity course. I am sure that we will use our knowledge about diversity when we start our profession.”

**P20** “S: Exactly... We always talked about types of diversity, gave examples and discussed what we could do if we met with such situations in class. We were informed of diverse issues such as students from diverse ages and genders, cultures, backgrounds, socio-economic status, strategies and styles, etc... I know that especially using diverse learning strategies may influence their performance; I mean if students use suitable strategies they become more successful. Such knowledge about diverse issues will help us to be good teachers in our future teaching careers.”

As seen, both P3 and P20 had the idea that their diversity knowledge would be helpful in solving problems during their future teaching experiences. P3 explained how she had used her knowledge gained through diversity course by giving example from the class of School Experience course. Moreover, P20 informed that they were introduced with diversity types and discussed many solutions to diversity problems throughout the course and claimed that employing a variety of learning strategies, in particular, could have an impact on students' performance; that is, if students had applied the right strategies, they would have been more successful.

***IQ12:** What are the essential or unnecessary topics included in the weekly course content?*

For IQ12, the participants mentioned the categories of the theme course content. While all the participants (N=20) stated that the course schedule is not satisfactory, they referred to the discussions, videos of graduate students, lectures and motivation (N=15, N=19, N=18 and N=19 respectively).

**P19** “S: I think the most attractive part of the course was videos shown related to the topic of the week. Each week before the course, I was always curious about the video of the week. I can say that each subject was interesting for me... None of them was unnecessary...”

**P1** “S: Videos of graduate students were very motivating. Moreover, videos of rural school teachers and their successes affected me deeply. Each subject was equally important and valuable...”



According to P19 and P1, each subject was interesting and videos aroused their interests on course subjects. All the participants had the idea that all subjects being discussed were interesting and essential.

**IQ13:** *What kind of modifications should be taken place in weekly course content? Which other topics could be integrated into it?*

To IQ13 and IQ14 nearly all the participants (N=17) offered that weekly course hours of the course should have been increased. For IQ13, 18 of the participants had the idea that no addition was necessary for the weekly course content. Only 2 of the participants (P7 and P5) had suggestions for modifying the content of the course. Those suggestions are shown below:

**P7** “S: I think everything was included in the course content. I do not know... We talked about autism during the discussions, but it could be handled in detail if it took part as a separate topic in the weekly course content. However, the course period is not enough. I think we need more time to work on diversity.”

**P5** “S: As I have learned diversity by you in this course, I cannot make any suggestions on the course content. The course process was effective and enlightened us on diversity issues. However, I can only suggest that we could visit village schools or schools having minority students, such as the gipsies in our city. We had a chance to practice our knowledge in this way.”

P7 and P5 were both satisfied with the content of the course. On the other hand, while P7 expected more information about autism, P5 suggested visiting village schools or schools having a large number of minority students as a part of the course content.

**IQ14:** *Do you think that diversity course should be a compulsory course at teaching departments? If yes, in which grade and why?*

All participants of the interview (20) declared that the diversity should have been placed in the curriculum as a compulsory course. Moreover, they put forward that the course should not have been offered to the 4<sup>th</sup> grade students and added that it could be offered at every term of the teacher education programmes.

**P15** “S: Yes, certainly. In a sense, this course is a preparation to teaching profession so it should be taken by the students from all departments of Education Faculties...”

By the way, it should not be an elective course because some of my friends could not attend the class due to the quota problem.”

**P7** “S: First of all, this two lesson hour per week in one semester is not enough for this course. It should be a compulsory course and not in the fourth grade... Earlier is better, I guess. May be it should be taken after the 1<sup>st</sup> grade... It should be placed more than a term...”

Both P15 and P7 had the view that diversity course should have been offered as a compulsory course since not all students could have a chance to take it due to quota problem of elective courses. Moreover, P15 put forward that diversity course should have been offered to students from all departments at Education Faculties. In addition, P7 was not satisfied with the duration of the course and stated that two lesson hour per week was not enough. Moreover, he thought that the course should have been offered before the fourth grade and placed in the curriculum for more than a term.

***IQ15:** What makes you different from other prospective teachers who has not attended the diversity course? How could you describe yourself as a prospective teacher?*

To IQ15, all the participants asserted that the diversity course made them create difference from other prospective teachers in many aspects. To this question, several categories of the themes were uttered by the participants. Almost all of the participants (N=19) stated the positive effects of diversity course on their psychologies. Besides, most of them referred to its impact on gaining awareness on diversity subjects (N=17).

**P11** “S: My awareness towards diversity issues has increased. Moreover, I have gained insight about psychological concerns of teaching. This would make a difference in the future teaching practices. I mean, between me and other teachers who has not taken the course...”

**P14** “This course has contributed me a lot. I think the most outstanding difference is that I gained self-confidence. I gained knowledge and courage in dealing with unexpected problems that may arise from diversity. Most importantly, I have get rid of my worries about being appointed to the Eastern part of our country.”

P11 put forward that due to the increase in his awareness in diversity issues and knowledge on psychological matters, he would be more advantageous than other teachers who had not attended the course. Moreover, P14 declared that the course provided her knowledge

and self-confidence in terms of teaching profession. Additionally, she admitted that her worries on working at the Eastern part of the country were eliminated after taken the diversity course.

#### **4.5. Chapter Summary**

This chapter represented the findings of the study by following the order of the research questions. Each research question was sought out in the light of the data obtained via quantitative and qualitative data collection instruments.



## Chapter V

### DISCUSSION, CONCLUSION AND IMPLICATIONS

The aim of this chapter is to discuss the findings with reference to the purpose of the study, reaching conclusions and offering implications. After discussing the findings, suggestion for further research will be made to take diversity research further.

#### **5.1. Summary of RQ1:** Are ELT prospective teachers aware of diversity issues?

**RQ1. a.** What are ELT prospective teachers' views on diversity?

**RQ1. b.** What are ELT prospective teachers' views on DE?

In order to seek answer to the first question of the study, the question was divided into 2 sub-questions so as to obtain a more accurate framework and more wide-ranging findings. The first sub-question explored the views of ELT prospective teachers about diversity and the second sub-question attempted to determine the ELT teachers' views on DE.

In order to attain consistent data and explanation for the first research question a questionnaire, entitled as Questionnaire for ELT Prospective Teachers' Perceptions on Diversity, developed by the researcher and the course instructor was administered to the students of all grades enrolled in ELT department of the university. The aim of conducting the questionnaire to the students from all grades of ELT Department was to identify awareness, views and knowledge about diversity of the students studying at the ELT department of the university. In this scope, the questions of the questionnaire were explained with 11 factors that are: 1. Perceptions of Professional Education Courses 2. Professional Expectations on Diversity 3. Attitudes towards Teaching 4. Attitudes towards Diversity in Teaching 5. Lack of Prejudice to Diverse Groups 6. Beliefs about Diversity and Methodology 7. Attitudes towards Working in Diverse Regions 8. Attitudes towards Diversity 9. Perceived Knowledge about Diversity 10. Attitudes towards Learning about Diversity 11. Perceived Knowledge about Dealing with Diversity

First of all, the findings obtained from Questionnaire for ELT Prospective Teachers' Perceptions on Diversity indicated that most participants defined diversity through socio-cultural differences, ethnic differences, individual learner differences and co-existence. On the

other hand, some participants defined diversity with negative connotations such as discrimination, stereotyping or inequality. In their study Yearwood et al. (2002) found out that the students defined diversity as differences between people, including biological, religion, sexual orientation, life and family style. Moreover, they believed that diversity was a personal matter, and that it was currently primarily about colour. Secondly, participants' responses showed that most students studying at the ELT department of the university had positive ideas about teaching profession and they voluntarily enrolled in ELT department since they liked teaching profession and desired to teach English. Similarly, in his study, Şahin (2011) investigated the ideas of teacher trainees about their future educational careers and he found out that most of the teacher trainees voluntarily chose education department and were willing to teach in the future.

Moreover, the participants' responses indicated that the most of the students strongly agreed with acceptance, recognition of and respect towards diversity and nearly most of the participants disagreed that they had prejudices to people from diverse ethnical, religious and socio-economic backgrounds. Those findings were in line with the findings of Arcagök and Yılmaz (2020) who revealed that pre-service EFL instructors' assessments of intercultural sensitivity in the English language teaching department were in accord. In light of this, they claimed that teacher candidates are aware of the need of being able to live with people from various cultural backgrounds. Furthermore, instructors are considered to recognize and respect the values of many cultures. Additionally, Tonbuloğlu, et al. (2016) who found out that the teachers displayed a largely positive attitude towards multicultural education and had the idea that multicultural education was something necessary for teacher education. Similarly, in some other studies, it was found out that pre-service teachers had a positive attitude toward multicultural education (Demir and Başarır, 2013; Toprak, 2008, Çoban et al., 2010; Anıl and Yavuz, 2010).

Moreover, examining the results it was observed that knowledge about the sub-categories of diversity had the smallest frequency in the 'Strongly Agree' responses. This may indicate that although most participants had general and positive attitude towards the diversity concept, they probably had lack of knowledge about the sub-categories within the scope of the diversity. Similarly, Demir and Başarır (2013) ascertained that although teacher trainees have not undergone any multicultural education training, their attitudes toward the subject are favourable. This result may demonstrate that although the participants are familiar with diversity in general, they are not completely knowledgeable about diversity related issues. In

their study, Ünlü and Örten (2013) investigated teacher candidates' views on multiculturalism and multicultural education and found out that although the teacher candidates had not received multi-cultural training during their educational processes, they take a positive stance in terms of knowledge and attitude towards multiculturalism.

One of the outstanding result was that the highest disagreement among the participants' views was that nearly half of them disagreed that too much diversity lowered educational standards. Adversely, in her analysis of the legal and policy ramifications of affirmative action in higher education, Holland and Ford (2021) argued that high levels of racial diversity were associated with a reduction in educational quality and lowering of educational standards. Interestingly, nearly another half of the participants neither agreed nor disagreed with this idea. This finding might be resulted from the fact that teacher trainees might be lack of sufficient background or knowledge about diversity.

In addition, most participants of the study declared that ethnically and religiously diverse groups could differently respond to classroom activities. This may demonstrate that teacher trainees have the awareness of ethnic and religious diversity. Moreover, most participants neither agreed nor disagreed and quite low frequencies strongly agreed that they have knowledge of how to motivate learners and strategies usable with diverse learners. In line with this, in their study Tonbuloğlu, et al. (2016) determined that teachers often see themselves as having insufficient knowledge or practical training in multicultural education field.

Examining participants' opinions on diversity and their future teaching careers it is realized that most of the participants held the view that they would have students of various learning styles as well as cultural, ethnic and religious backgrounds during their future teaching careers. Similarly, Barry and Lechner (1995) concluded that learners are well aware that they will be teaching students from a variety of cultural backgrounds, and that they must learn about various cultures. In her study Rengi (2014) determined that teachers had high level of multicultural awareness towards their students which might have resulted in positive classroom atmosphere during the courses. However, a decrease in agreement was noted in their views on having minority students once they start teaching and a visible increase was noticed in neither agree nor disagree for this statement. This may be resulted from participants' perception or knowledge of the minority term. Rather, the participants might not prefer to label learners as minority though the learners may have different cultural, ethnic and religious backgrounds.

Participants' ideas about diversity and being a teacher in Turkey changed in positive manner, though they still had some worries or fears. Almost half of the participants had the idea that they had some worries about working in different regions of the country. For instance, many of the participants stated that they neither agree nor disagree about working enthusiastically in each region of Turkey. The responses of the participants about having fears that they would meet with different learners in different regions also were not less. One source of this fears or worries might be of terrorist attacks that take place in the Eastern part of the country. In other words, the participants might have worries or fears about their life safety while working at different regions of the country. Aygül and Korkmaz (2018) carried out a study by interviewing the teachers in an Eastern part of Turkey, Hakkari /Yüksekova. In their study, they ascertained that teachers had various prejudices against the region and the people of the region: Identification of the region with terrorism and characterising the people living in the region as terrorists; lack of trust and peace; the existence of a closed and traditional social structure and so on. As a result, they stated that according to teachers, the existence of terrorist threat engendered a serious difficulty in terms of working in the Eastern part of Turkey as a teacher.

Similarly, Mete (2009) investigated the factors that cause teachers' reluctance to work in rural areas of cities. He found out that there were many reasons underlying teachers' unwillingness to work in rural areas such as the abundance of responsibilities, the intensity of multi-grade class practices, the inadequacy of teaching materials, negative family attitudes sourced from low socio-economic status and native language differences, problems related to geographical, cultural and social structure of the region (linguistic, cultural, religion-based oppressions along with vastness of judicial cases and terrorist incidents ) and limited individual development opportunities.

Anatolian Civilization is not the civilization of a certain nation, but of a land. That land is a living environment where countless people are united. The land came into existence by diversities and formed as a new wholeness (Eyüboğlu, 1981). Therefore, as Turkey is a multi-cultural country, many different ethnic, religious and linguistic groups exist in all regions. Thus, the participants may have prejudices or feel discomfort with groups of people having different cultures or languages. In addition, Eastern part of Turkey is usually associated with poor living conditions or low socio-economic and low educational standards. These arguments may be true to some degree, but the claims may not always reflect the reality since they might also have originated from stereotypes and exaggerations.

Moreover, the highest rate of disagreement was observed in the item which stated that students from high socio-economic backgrounds were more successful. This might be enlightened as the participants do not relate learners' socio-economic status with their academic success. Another item group of the questionnaire tried to investigate the participants' opinions on diversity and teacher training. Examining the results, it was seen that most of the participants had the idea that diversity should be emphasized in teacher training programmes and more training was needed with respect to diversity. This might indicate that the participants value diversity and have the idea that diversity issue should be emphasized in teacher training programmes.

However, nearly half of the participants believed that DE was neglected in teacher training. More interestingly, most of them stated that they would be adequately prepared to teach students from different cultures after they graduate. Those results may indicate that although the participants observe some inadequacies in receiving training about diversity, they still have belief in able to teach students from different cultures. Most of the participants neither had the idea or agreed about their professional courses had helped them communicate with diverse students and their families or taught them effective teaching skills and materials to be used with diverse groups. Milner et. Al (2003) found out that preservice teachers reported neutral responses suggesting that they were not quite sure how they felt about integrating their learning environments with curricula, assessments, and programs that support multiculturalism in the classroom.

The findings might be connected with their lack of knowledge about diversity, diversity related subjects and how to organize strategies, methods and techniques for diverse learners. Therefore, the participants may be unsure of their feelings and abilities due to the absence of their prior experience with these. Moreover, it might be inferred that although they have some information about communicating with diverse students, their families and effective teaching skills and materials to be used with diverse groups from the previous courses they have received, they may not be sure in practicing their knowledge.

Furthermore, the highest percentages of disagreement in this group were seen in the items about the previously-taken courses contributing to knowledge about knowledge about diversity and ways to deal with diverse groups. This may be related with the participants' former educational backgrounds. To broaden, it might be the case that some teacher trainers of the department might have dealt with diversity issues more than other trainers. In other



words, the result may be the indicator of participants attending the same or different courses given from different instructors.

The last results of the questionnaire belong to opinions on the diversity course. Most of the participants declared that they found the course beneficial for preservice teachers. Regarding having knowledge about the course and its content, the participants mostly had no opinion and agreed that they had opinion about the course. This may again be interrelated with the instructors of the previous courses and their attitudes, knowledge or integrating diversity related knowledge into their courses.

## **5.2. Summary of RQ2.** Does DT have an effect on ELT prospective teachers' views on diversity?

To answer the second research question of the study, the questionnaire was conducted to the treatment group before and after the training session as pre-test and post-test. By this way, it is aimed to discover whether the DT has an effect on ELT prospective teachers' views on diversity. Moreover, interviews conducted following the course was also used for providing data for this second research question. Initially, results derived from the views of pre-test and post-test results of the participants will be discussed.

### **5.2.1. Pretest and Posttest**

The questionnaire was administered to the treatment group at the very beginning and at the end of the treatment period so as to investigate the differences in terms of their awareness, views and knowledge on diversity and its relation with educational practices.

Examining the comparison of the definitions of diversity results it is clear that diversity is defined through socio-cultural and ID in the pretest and posttest results. In the posttest, it was found that ethnic, cultural, economic and age differences were mentioned by fewer participants. Minor changes were evident in the definitions of diversity through multiculturalism, value differences and everything related to humans. This may be explained in the way that diversity is primarily associated with socio-cultural and ID.

Looking at the pretest-posttest comparisons of the items grouped as 'Attitudes towards Teaching' it is observed that slight positive, but not statistically significant changes occurred

in the participants' responses to the items related with their opinions/aim on being an English teacher, about teaching profession and their choices on choosing language teaching department voluntarily. As seen in the findings, the changes observed in the 'Attitudes towards Teaching' item group were not statistically significant between the pretest and posttest results ( $p > .05$ ). This may indicate that the participants already chose English department voluntarily and consciously.

Results of the pretest-posttest comparisons for the 'Attitudes towards Diversity' group demonstrated that a higher number of participants agreed in the posttest that they recognized and accepted diversity and had knowledge about diversity, its sub-categories and ID as well as ways to deal with diverse learners. In a study conducted by Moore (2006) it is revealed that despite their cultural richness, multicultural preservice teachers had limited views on diversity in teaching and learning. Over the course of the semester, their ideas of diversity progressed. Findings of pretest-posttest comparisons for lack of prejudice towards diverse groups demonstrated that DT had no effect on participants' prejudices towards people from different ethnic, religious and socio-economic backgrounds. One interesting finding in this group was that even though no participant had strongly agreed with having prejudices towards people from different religious backgrounds, 3 participants strongly agreed with it in the posttest. This may be resulted from the increase in participants' awareness on diversity.

The pretest-posttest comparisons for the items grouped as 'Attitudes towards Diversity in Teaching' displayed that there was an increased amount of agreement in the participants' opinions of the posttest results in the items about recognizing ID as a sub-category of diversity, the necessity for teachers to use different strategies for diverse learners, the importance of diversity in teaching, and the necessity for teachers to use different materials for diverse learners. This may be explained with the students' feedbacks during the diversity course period. They frequently expressed that they had learned about ID at the previously taken courses; they knew that diversity referred to differences literally, but they were not aware of the fact that diversity involved ID.

Moreover, students usually reflected that they knew some about diverse learner types, but they were not clear about the necessity of learning strategies, materials and activities while dealing with diverse learners. On the contrary, in their study Barry and Lechner (1995) found out that students in their study agreed that their professional education courses had increased their awareness of cultural diversity in the United States as well as the importance of cultural diversity in education. This might indicate that teacher education programs in

Turkey are insufficient in including diversity into the courses of their programs and diversity issues and educating learners for diversity may be much emphasized at teacher education programs of Turkey.

The findings of the pretest-posttest comparisons of the items in the ‘Beliefs about Diversity and Methodology’ enlightened that the opinions of the participants regarding their knowledge of teaching strategies for diverse learners, recognition of different responses from different ethnic backgrounds and religious beliefs to classroom activities increased in the posttest. This positive change again shows that DT led the participants to become more aware and knowledgeable about diversity, learners from different ethnic backgrounds and religious beliefs. This was another frequently observed expression during the course sessions that ethnically and religiously diverse learner issues were not mentioned throughout the previous courses. The participants often complained about getting information just on ID as a part of some courses apart from diversity and added that other sub-categories of diversity and how to deal with diverse learners had not been taught in their previous courses.

Comparing the pretest and posttest results involved in the ‘Professional Expectations on Diversity’ item group it was revealed that the opinions of the participants increased in the items related to having students from diverse ethnic backgrounds, minority groups and diverse religions in the future. This may again be the result of the development in their DA and knowledge. Especially, the students mostly mentioned their lack of awareness about the multicultural and multi-ethnic roots of the country they had been living and stated that they usually thought that merely ID came to their minds when they thought about diversity at the classroom.

Comparing the pretest and the posttest results of the items in the ‘Attitudes towards working in Diverse Regions’ group, the level of agreement among the participants increased in terms of their beliefs in knowing how to deal with learners whose mother tongue is not Turkish and being able to work enthusiastically in each region of Turkey upon graduation. These results are most probably the result of the videos, films and reflection videos of the graduates working as teachers at the Eastern part of Turkey. After watching inspirational videos/films introducing inspirational teachers and their achievements, the participants reflected that their enthusiasm and desire to teach burgeoned regardless of the region in which they would probably meet with linguistically diverse learners.

Comparing the pretest and posttest results of items in the 'Perceptions of Professional Education Courses' it was detected that the participants' agreement increased in terms of their beliefs on their course that offered them techniques for effective teaching to different national/racial backgrounds and brought a variety of cultures into the classroom, knowledge to place and evaluate culturally diverse materials and help in communicating with the families of diverse students. In the study carried out by Yearwood et al. (2002) students suggested that diversity exercises should have been used more in the classroom, and that diverse groups should have been encouraged to collaborate in order to broaden their understanding of and tolerance for one another. The opinions of the participants were also seen to have increased in posttest results as compared to the pretest results in terms of believing that DE should have been emphasized in teacher training programmes, which is in line with the results of the study carried out by Altinsoy et al. (2018) that the participants were eager to receive further training in multicultural education. The results illustrate that the course might be accepted as successful in terms of making way for informing the participants about the diversity related techniques/ materials and developing the means of communication with diverse students and their families.

Examining the 'Perceived Knowledge about Diversity' group, the comparison of the pretest and posttest results demonstrated that increase in positive perceptions was obvious in terms of having no idea about the diversity course and its contributions before taking the course. The post-test results indicated statistically significant difference with a large effect. This may be explained as though the participants have had some idea about diversity and its possible contents before the course, not surprisingly, after having the course, its contents and objectives become clearer for the participants.

Moving into the perceived knowledge about dealing with diversity and attitudes towards learning about diversity, the pretest-posttest results indicated statistically difference with a moderate effect. Nearly all participants had the idea that diversity was an important subject in education and stated that teachers should have been knowledgeable about, respectful to and aware of diversity in educational settings. In addition, they had the view that teachers should have practice proper techniques and strategies and use suitable materials for diverse learners. In the light of those findings, it may be stated nearly all participants of the study had the view that diversity was crucial for teaching/learning and teachers should have been aware, knowledgeable, respectful and equipped to use diverse strategies, techniques and materials while teaching to diverse learners.

**5.3. Summary of RQ3.** What are ELT prospective teachers' views on diversity who attended the diversity course?

### **5.3.1. Interview**

In order for eliciting data for the third research question, a semi-structured interview was also conducted to obtain the participants' views on diversity after attending the diversity course. In his study Çelik (2000) found out that ELT students mostly needed to develop their speaking, listening and pronunciation skills. In her dissertation, Korkmazgil (2015) revealed that majority of the English teachers reported a strong emphasis on improving their speaking skills in English and declared that it was highly difficulty in verbalizing themselves in English, speaking fluently or even making a conversation in English. Thus, to eliminate communication difficulties, interviews were done in the native language of the participants. As it was a small study group size (N=20), all participants of the treatment group were asked to participate in the interview process and they all voluntarily participated in the interview process. Data obtained from the interviews was analysed via content analysis method by the researcher and one expert.

Examining the answers of the interview it was found out that the participants could define diversity as a term before attending the course. Most of the participants mentioned several subcategories of diversity such as racial differences, family backgrounds, age and gender and so on in order to explain the diversity as a concept visualising before attending the course. Additionally, the participants stated that they gained insight about diversity types after the course. From the results, it could be inferred that diversity means differences for most of them, but they are not capable enough of discussing diversity in educational sense through different aspects. Examining the answers, it could be stated that before the course, nearly all the students had conceptualized diversity in several aspects by considering its lexical meaning, but they were not completely sure about it. On the other hand, the students might be deemed as more knowledgeable about diversity types and their reflections on educational matters after attending the diversity course.

Moreover, most of the participants declared that diversity was a subject of some courses attended before and they learned about the content of diversity such as ID, racial or religious differences. Especially, it was observed that diversity issues rather than ID such as racial or religious diversity were merely discussed at literature courses as subjects of several literal texts. For this reason, it could be affirmed that the participants have lack of knowledge

on encountering and dealing with diverse students at their professional teaching careers. However, multicultural and multilingual structure of Turkey would probably require the prospective teachers to attain methods and techniques necessary to educate diverse students in their future careers. Furthermore, all participants agreed that the course helped them to gain awareness on diversity. The awareness they gained was defined with different aspects such as types of diversity, problems of diversity in the Eastern part of the country and how to deal with those problems and so on. In this way, it could be deduced that they gained awareness on diversity and diversity related educational matters through attending the course.

Additionally, according to the participants having diversity knowledge for teachers is critical in different aspects such as understanding individual, background, socio-economic differences and the psychology of the learners and preventing impolite teacher behaviours and applying appropriate teaching strategies. As the participants were taking School Experience Course at the same term, they had a chance to come up with diverse learners, observed their teachers' attitudes, and answered the questions in the line of their observations and teaching experiences. Broadly, during the course and interview sessions, they gave diversity examples from their classes and criticized inappropriate teacher behaviours to the diversity problems. While making criticisms, they offered solutions to those problems or tried to explain how they would behave if they were the class teacher and in this way, they tried to explain the importance of having training on diversity. In order for describing the importance of diversity knowledge for foreign language teaching, the participants generally mentioned the same issues valid for teaching.

In addition, they underscored the importance of culture for language teaching and developing respect and tolerance for culturally and linguistically diverse people. Examining those answers it could be deduced that the participants attached importance to diversity knowledge for teaching and specifically to language teaching profession. Moreover, they might probably have gained awareness of cultural and linguistic diversity and how to manage diversity problems after the course, since the participants mostly referred to the videos sent by the graduated students who work at the Eastern part of Turkey in order to support their views while answering the questions. Most of the participants agreed that they did not have enough knowledge about diversity after attending the course, but declared that the course provided a basis and awareness for their future teaching careers. On the other hand, the participants had the idea that they learned a lot from the course, but also stated that it was not right to say enough for a teacher as both learning and teaching were ongoing processes.

One of the interesting results could be that all participants selected the course unconsciously and most of them attended the course by just regarding the instructor's name. For this reason, most of the participants uttered that they did not have idea about the course, but expected that the course would be beneficial because of the instructor. In this sense, all participants stated that the course met their expectations and mostly talked about its motivational impact on teaching profession. Additionally, most of the participants accepted that they had worries about working at the different regions of the country by indicating CD, terror problems, low socio-economic standards, problems of living and teaching at rural regions and bullying at school.

About the impact of diversity course on their worries, the participants had the idea that diversity course helped them to overcome their worries they had before attending the course and added that the course effected them positively in terms of gaining tolerance, motivation and preparation for their future teaching careers. Therefore, the participants' responses pointed out that the course could be accepted as successful in giving information about diversity and helping to increase the participants' motivation and tolerance to diversity by providing psychological support.

Furthermore, most of the students had the idea that knowledge gained from the diversity course could be helpful in solving problems which they might have encountered during their future teaching experiences. The participants mostly gave examples of their teaching experiences from school experience course they attended and tried to exemplify how they benefited the diversity knowledge gained from the diversity course. The participants' attendance to both the diversity and the school experience course at the same time could be a chance for them to be able to apply, transfer and practice diversity knowledge while teaching. Thus, they could have more chance to evaluate and come to terms with the outcomes of the diversity course.

According to the participants, the course content was well designed and all the topics were necessary and interesting. Furthermore, they emphasized the attractiveness and motivational aspect of the videos sent by graduated students working at different regions of the country. As suggestions for developing the content of the course, teaching about autism as a separate topic and visiting to rural or minority schools were put forward by the participants. As Castro (2010) stated researchers looked into how field-based experiences and university course work might promote positive change in ideas, attitudes, and perceptions of CD in teacher education programs. In this sense, it could be beneficial to design fieldwork in DT

process in order for helping teacher trainees to gain a better understanding of multiculturalism and gain awareness on diversity. On the other hand, all participants criticized the weekly course schedule by stating that the duration of the course was not satisfactory, and it should have been increased.

Additionally, they put forward that the course should not have been offered to the 4<sup>th</sup> grade students and added that it could be offered at every term of the teacher education programmes. Moreover, all participants asserted that the diversity course should have been placed in the curriculum as a compulsory course and added that the course created the difference for them in many aspects as compared with other prospective teachers who had not attended it. Another idea obtained from the interview was that the diversity course should have been compulsory to all teacher training departments of educational faculties. Analysing the responses, it could be inferred that it would be beneficial for offering the diversity course to all teacher trainees studying at all teacher training departments. Burns and Shadoian-Gersing (2010) affirmed that many teacher education programmes have DT, but generally of one unit or elective. Therefore, their permanent effects for the whole time of teachers' careers are doubtful. In this sense, it is necessary to incorporate diversity and extend its scope all over the program. Yearwood et al. (2002) concluded that the participants of the study had the idea that a credit-bearing course on CD should be mandatory of all students as part of the curricular design. Ünlü and Örtten (2013) stated that a small number of teacher candidates having incorrect knowledge about multicultural concepts were observed in their study and this reveals the necessity of planning about multiculturalism and multicultural education at least a few hours planning in the curriculum of education faculties and teacher training programmes. As the new curriculum is comprised of elective courses at the second and the third year of teacher training programs, the diversity course could be offered as an elective or compulsory course to all teacher training departments of the educational faculties.

To sum up, it could be concluded that DT has positive impact on enlightening diversity related issues, developing the participants' awareness on diversity, offering techniques, methods to overcome diversity related problems and providing psychological and motivational support to prospective teachers necessary while preparing them for their future teaching careers.

The present study aimed to determine the effectiveness of the diversity course offered to the teacher trainees. As it is well known that almost 90% of prospective teachers are appointed to the Eastern part of Turkey just after graduation. In general, The Eastern Anatolia



region is one of the least developed regions of Turkey in terms of socio-cultural aspects and new teachers are appointed to the regions with the first degree in development (Mete, 2009; Erdemir,2007). Related with this, the teacher trainees often claim about having lack of awareness and knowledge on how to teach culturally and linguistically diverse learners during their teaching careers. They also verbalize their worries of living and teaching by asserting the terrorism problems and low socio-economic standards in the Eastern part of the country. As a result, often-heard informal interviews of teacher trainees with the instructor brought light to a neglected issue in teacher training field. Similarly, Doğan (1995) emphasized in his study that teachers do not want to go to the Eastern and Southeastern Anatolia regions, and difficulties arise in appointment, transfer and assignment procedures. By trying various methods (contracted teacher, compulsory service), the problem of having pre-service teachers to these schools is tried to be overcome, but these solutions are temporary because the teachers working in these regions are often reluctant and often the teacher shortage is either filled through substitute teachers or not filled at all.

Altun (2019) concluded that the most important reasons for the problems experienced in meeting the vital needs are the security problem, terrorism and conflicts that have been going on for almost half a century. Another is the socio-cultural problems of teachers, most of whom were born and raised in big cities and went to the southeast of the country and the deprived villages and towns of the region for the first time in their lives.

Soydan (2015) claims that there are a number of reasons and dimensions of educational problems experienced in rural areas in today's Turkey. First and foremost that comes to mind is that there exist difficulties faced in retaining experienced teachers in the region due to the socio-cultural and economic characteristics of the province and its backwardness. For a part of the East, which can be distinguished with its unique characteristics within the country's provincial regions, the tension between the ethnic structure of the region (predominantly Kurdish and Zaza) and the politicization style developed based on this structure and the national education approach and policies of the state can be added to the above-mentioned reasons and dimensions.

Polat and Kılıç (2013) claimed that multicultural education takes an important place in EU education policies and teacher education in the USA. On the other hand, it is almost impossible to talk about multicultural education in Turkey at where many diversity types such as ethnic, religious, sects and so on are embraced. It is difficult to say that there are courses

related with multicultural education or teacher competencies either in pre-service or in-service training.

Karakaş and Erbaş (2018) suggested that it has been considered important by the researchers to evaluate the perspectives of teacher candidates who will raise the generation that will build the future Turkey, on classroom diversity and their thoughts on differences. Because the prospective teachers, who will be the implementers of the curriculum, will work in various geographies of the country when they start their profession, so they will play a critical role in embracing different cultures from their own cultures and raising students in line with the aims of education by blending diversity.

By taking students' needs, lacks and wants into consideration, a course was designed and organized by the instructor, which primarily aimed to prepare teacher trainees to their future teaching careers. With this course, it was aimed to create awareness about diversity, give information on how to deal with diversity related problems, prevent negative or stereotyped views or feelings of the teacher trainees and to provide motivation for them to overcome their worries about diversity related issues.

The diversity course was conducted several times at Trakya University, Faculty of Education, ELT Department. However, a systematic study was not carried out to discover the effectiveness of the course although many positive oral and informal feedbacks were taken from the teacher trainees. With this study, it is aimed to discover the effectiveness of the diversity course and to test the outcomes of this treatment process. To be able to accomplish this purpose, the researcher collected data through several data collection tools while and after observing the course and tried to explain the obtained data in order to discuss the findings of the study. In the light of the data analysis it is ascertained that the course meets the expectations of the learners and bridge the gap in language teacher training curriculum by offering DT which proves important for teaching profession.

#### **5.4. Conclusions of the Study**

The present study aimed to reveal prospective ELT teachers' awareness on diversity and whether their awareness, ideas and knowledge on diversity were progressed as a result of having DT which is offered through a diversity course designed by the instructor.

From time to time, learners attending ELT department had been complaining about their worries of being appointed as teachers to the Eastern region of Turkey. They had

verbally mentioned their lack of knowledge about how to teach culturally and linguistically diverse learners. Moreover, terror problems of this region led to unwillingness among prospective teachers for working at Eastern region of Turkey.

For this reason, the course instructor had designed a diversity course in previous year in order to assist prospective teachers in gaining awareness and knowledge on diversity, diversity issues, and strategies to deal with diverse learners. More importantly, the course is considered as a source of motivation for ELT learners in terms of providing psychological support for their future teaching careers. Considering learners' prior positive reflections and feedbacks for the course, this study was planned to obtain empirical results about the outcomes of DT at teacher training departments. For this aim, before the treatment process, the questionnaire developed by the researcher was administered to students from all grades at ELT department in order to obtain a general idea about ELT learners' ideas, knowledge and awareness on diversity.

In order to determine whether DT had positive effects on ELT prospective teachers' psychology, awareness, views and knowledge about diversity, a course content designed by the course instructor was carried out in an elective course. The participants of this course were administered the questionnaire as a pre-test and post-test before and after the treatment. Lastly, at the end of the course period, the participants of the course were conducted a semi-structured interview to determine any changes in their views, ideas and knowledge on diversity together with their ideas about the course implementation and content after receiving DT.

Findings of the study were discussed based on the data collected by employing different data collection tools. The results of the questionnaire administered to all grades of ELT students, pre-test and post-test comparison results of the treatment group and content analysis results of the interview questions applied to the participants of the treatment group were evaluated and interpreted to seek answers for the research questions of the study.

By examining the data obtained from the questionnaire applied to students of all grades, it was aimed to have a general opinion about the ELT learners' notions and awareness on diversity, their awareness on choosing teaching profession, ideas about their future teaching careers and DT. Through the statistical analysis of the data, it was detected that although the students were familiar with diversity and diversity issues, they had lack of knowledge about the subject in detail. Moreover, they stated that diversity was an important

subject in education and stated that teachers should have been knowledgeable about, respectful to and aware of diversity in educational settings.

In addition, participants were not certain of having knowledge of how to motivate learners and strategies usable with diverse learners. Furthermore, many participants had some worries about working in different regions of the country were not certain of working enthusiastically and meeting with different learners in different regions of Turkey. Additionally, many participants believed that DE was neglected in teacher training and had the idea that diversity should be emphasized in teacher training programmes and more training was needed with respect to diversity. The results were aligned with students' reflections about the necessity of a DT course.

The questionnaire was administered to the course participants at the beginning and at the end of the course as pre-test and post-test. In this way, it was aimed to determine whether DT has an effect on ELT prospective teachers' views on diversity. Examining the results of the pretest and posttest comparisons it was found out that an increase in number of replies that recognized and accepted diversity and had knowledge about diversity, its sub categories and ID along with ways to deal with diverse learners. Furthermore, the opinions of the participants regarding their knowledge of teaching strategies for diverse learners, recognition of different responses from different ethnic backgrounds and religious beliefs to classroom activities were positively altered in the posttest.

In addition, the level of agreement among the participants increased in terms of their beliefs in knowing how to deal with learners whose mother tongue is not Turkish and being able to work enthusiastically in each region of Turkey after graduation. Additionally, participants' agreements were increased in terms of their beliefs on their course having offered them techniques for effective teaching to different national/racial backgrounds and bringing a variety of cultures into the classroom, knowledge to place and evaluate culturally diverse materials and help in communicating with the families of diverse students. The opinions of the participants burgeoned in posttest results as compared to the pretest results in terms of believing that DE should be emphasized in teacher training programmes.

The content analysis results of the interview conducted to the participants at the end of the diversity course revealed that the participants gained insight about diversity types and gain awareness on diversity after attending the course. The awareness they gained was defined with different aspects such as types of diversity, problems of diversity in the Eastern part of

the country and how to deal with those problems and so on. Furthermore, they emphasized that by attending a practical course (School Experience) they had a chance to exemplify and use their knowledge gained in DT since they came up with many diverse learners and had a chance to observe and evaluate teachers' behaviours. By indicating inappropriate teachers' behaviours related with diverse learners, they stressed the importance of having DT at teacher education programmes.

Additionally, participants mostly talked about the motivational aspect of DT course by emphasizing that they had worries about working at the different regions of the country by indicating CD, terror problems, low socio-economic standards, problems of living and teaching at rural regions and bullying at school. Related with these, they declared that the DT course motivated them to overcome those worries and helped them to gain knowledge, tolerance and self-esteem which are important for their future educational careers.

Based on the findings of the study, following conclusions could be proposed:

Before the treatment process of diversity education, the participants defined diversity in restricted terms such as its literal meaning or associate it with merely ID, and had insufficient knowledge on its sub-categories. In their study Ashby-King and Hanasono (2019) examined how students defined and explained diversity and it was revealed that the majority of students associated "diversity" with "differences". Those students saw diversity as a synonym for "different" in all aspects of their lives, from demographics to personal experiences.

Before the treatment, in terms of diversity, participants had lack of knowledge and knowledge of teaching strategies in dealing with diverse learners. Most mainstream instructors do not think they have the skills or expertise to teach diverse learners since they have not undergone a specific course (Florian and Rouse, 2010). Observation lessons revealed that teachers were unsure on how to assist when a student was having difficulties More intense training is urgently needed so that classroom teachers can confidently help students with a variety of needs in their courses. Therefore, it is obvious that educating students with a variety of needs necessitates teachers with specialized knowledge and abilities in order to identify and support students, creating a positive attitude and readiness to accept and assist them in class (Mahlo, 2017). Subject matter area courses must begin to establish opportunities for students to connect their understanding of diversity with learning strategies and

assessments of content, in addition to increasing the number of courses that help students visualize the "big picture" of diversity (Milner, 2005).

Before the treatment, the participants had worries on working enthusiastically in each region of Turkey and dealing with learners whose mother tongue is not Turkish upon graduation. In their study Karakaş and Erbaş (2018) to determine the level of multicultural experience of the pre-service teachers affirmed that the multicultural experience of the pre-service teachers is insufficient. It may be difficult for a teacher who has never encountered a multicultural education perspective or has not gained any experience, to adapt to different cultures.

DT enhanced participants' knowledge on diversity and its sub-categories. Similarly, in their study Booker et al. (2016) revealed that prior to enrolling in the Institute, everyone had some awareness of diversity, ranging from concrete and basic to abstract and complex. The majority of those who took part fell somewhere in the middle. Diversity training was successful in widening the faculty participants' diversity ideologies.

DT increased participants' knowledge to place and evaluate techniques and culturally diverse materials. This result is consistent with the study by Booker et al. (2016) who affirmed that participants became more contemplative about how to bring new teaching techniques that respect diversity into their classrooms. Diversity was now considered "best practice," and professors were actively considering ways to adjust their lectures. This necessitated experimenting with various instructional methods.

DT enhanced participants' communication skills with the families of diverse students, and it also affected participants' ideas about the need and effectiveness of DT in teacher education programmes. Diversity was frequently isolated from the subject matter taught by prospective teachers. Therefore, subject-related courses that include themes of diversity into the pre-service curriculum are needed. He proposes that more time should be spent in methods courses creating linkages and pointing out alternative curriculums and pedagogical techniques that integrate subject matter learning with diversity learning (Milner, 2005). A standalone training may imply that cultural diversity is often dealt in isolation and not completely integrated into teacher education curricula; however cultural diversity should be incorporated into a complete teacher education program (Milner, 2010; Civitillo et al, 2018).

Finally, DT positively affected prospective teachers' psychology and aided to gain diversity knowledge and awareness in this study. Preservice teachers—those in teacher

education programs who are preparing to teach—often enter classrooms culturally, racially, and ethnically incompetent. In other words, these educators lack the ability to recognize and respond to cultural differences (Larke, 1990; Milner, et. al, 2003). In this sense, since all teaching and learning take place in diverse settings and teachers need DT, not only ELT programs, but also other teacher education departments should adopt DT courses.

## **5.5. Implications**

As abovementioned, this study investigated the effect of DT on prospective ELT teachers' views, knowledge and awareness. The study revealed that DT led to positive outcomes in developing prospective ELT teachers' awareness on diversity, types of diversity, how to deal with diversity and provided motivational support to language teacher candidates. In addition, through gaining awareness and insight about diversity in education and diverse learner profiles along with teaching strategies suitable for diverse learners, prospective ELT teachers' worries about teaching to different learner groups were lessened. To broaden, their unwillingness and worries on being appointed as teachers to Eastern part of Turkey replaced with enthusiasm for teaching to learners no matter where they lived or which native language they had.

Moreover, DT was also efficient during prospective ELT teachers' teaching practice course, namely School Experience. Insight, awareness and knowledge they gained during the DT resulted in multifaceted and conscious observations in real-classroom setting practices. Another implication of the study can be regarded as the lack of information on diversity in the prior learning experiences of the participants. Therefore, DT courses should be among the concerns of educators and policy makers in educational settings.

### **5.5.1. Methodological Implications**

In the present study, only one moderator variable was considered: namely, ELT prospective teachers' DA. The findings demonstrated that DT is likely to increase teacher trainees' DA and motivation to teach at any educational setting. Additionally, wide range of moderator variables could be considered to underpin the methodological aspect of related

studies. These can be listed as learners' diversity in terms of ID, styles, strategies, cultural/ethnic/religious/linguistic differences, and so on.

Since the study was designed as an action research process, the researcher adopted action research steps to achieve the procedures of the process. For data collection, among various data collection instruments, questionnaire and interview were utilized to collect quantitative and qualitative data. The data obtained from questionnaire and interview assisted the formulation of the findings and discussions. However, some other research instruments may aid to collect more precise data, such as observation notes, checklists and etc.

Furthermore, the duration of the treatment and data collection processes were carried out simultaneously during one academic semester. The research was carried out in the 7<sup>th</sup> term of ELT Department of Educational Faculty in Turkey within the scope of an elective course named as 'Elective I: Diversity in The Language Classroom'. The same course had been carried out in the same term of the previous year. Since the course was an elective-based one, the number of the participants was restricted to 20 prospective teachers of English enrolled in ELT. On the other hand, the treatment process could be longer and carried out more than one academic semester. Moreover, the course could be adopted as a compulsory course at any grade of teacher training programs.

As for materials, selected articles and PowerPoint slides prepared by the course instructor and the researcher were presented to the participants. Moreover, interesting motivational videos regarding inspirational teachers, which were obtained from YouTube and parts of some movies about inspirational teachers were carefully selected and placed into course sessions in order to let learners comment on teachers' acts based on their knowledge gained from DT.

Additionally, the course instructor and the researcher were always in touch with the previous year's participants of the diversity course and some of those participants were appointed to the Eastern part of the country after graduation. The course participants are asked to prepare questions about diversity issues to the previous course participants working at the Eastern part of the country. Those previous participants were asked to send videos and share their social/educational experiences, feelings with the new course participants. Those real-life experiences from real-life teachers had a crucial impact on enhancing the prospective ELT teachers' motivation of teaching to diverse groups in different parts of Turkey. However,



other activities could be added to the course content such as observation of minority schools, teaching to diverse group of learners at different state or private institutions.

Moreover, the treatment process was conducted at the first semester of the fourth academic year, and 25% of the fourth year students could select this elective course: 'Elective I: Diversity in The Language Classroom'. Although the participants of the study are fourth year ELT students, some of the participants declared that they knew about diversity in some of their previous courses, mostly at ID level, but some other participants stated that they did not know about diversity, but only knew the word's lexical meaning. In this respect, it could be determined that while some participants were seem to be partly acquainted with diversity, the concept was new to others. In this sense, curriculum developers or EFL instructors should design their course content and course materials by taking students' prior knowledge and classroom levels into consideration along with determination of their needs and lacks.

To sum up, in this study DT was conducted within an elective course to only 20 fourth year ELT learners at only one Turkish university. The results could provide valuable insight into conducting the study in other state or private universities in Turkey. Moreover, the study could be applied in different teacher training departments of the universities at different grades in relation to the following:

- Offering instructional frame for curriculum developers to integrate DT into ELT and other teacher education programs
- Proposing lectures on the efficiency of DT to EFL instructors regarding the efficiency of DT
- Enlightening material designers and teachers considering the teacher trainees' shortcomings in teacher education programs
- Preparing teacher trainees to have DT in order to elaborate and bolster their future teaching careers.

### **5.5.2. Pedagogical Implications**

The course content of this study may assist course designer and course instructors to design a DT course teaching departments of their universities. Since DT is neglected at teacher training programs, this new course may provide insight into curriculum developers or EFL instructors to include DT at their institutions. Moreover, they may redesign the content of the course according to the needs and expectations of their teacher trainees. Once the course content appeals to teacher trainees' expectations by providing charming, enjoyable and

interesting materials, their learning experiences will become enjoyable and informative at the same time.

In this research, inspirational real-life materials, movies and video recordings of the graduated students had a great effect in developing teacher trainees' DA and their motivation towards teaching profession. Additionally, when teacher trainees' DA is burgeoned through DT, they may benefit from them in order to succeed in practical courses taken as Teaching Practices I and Teaching Practices II. Though, these pedagogical outcomes should be examined in different settings to reach more solid conclusions regarding their effectiveness.

The participants of the study were students of an ELT program in a Turkish state university. English teachers' DA and knowledge may directly influence their teaching practices in a positive way. For this reason, English teachers are expected to have awareness, knowledge, teaching strategies appropriate for learners of different cultures, ethnicities, socio-economic status, ID and so forth since each educational environment embraces diverse learner characteristics.

By taking the discussed implications deduced from the findings of the study, it appears reasonable to posit that DT can be adapted to teacher education curriculums in order to help teacher trainees gain DA, knowledge and necessary skills to handle diversity related issues during their practical teaching experiences at the universities and their future teaching careers. In addition, offering DT could serve for better teacher education in terms of training equipped and tolerant teachers that will serve as teachers in our multicultural country.

### **5.5.3. Suggestions for Further Research**

In the prior section of the study, the emphasis was on implications based on the findings achieved from the research questions set to realise the purpose of the study. Those implications generated suggestions for further research with the aim of providing potential effectiveness into the field.

The duration of the implementation process of the study was one academic semester of the fourth year of ELT program. As mentioned before, the treatment could be longer than one academic semester and could start at previous semesters. In other words, DT course could be offered for more than one academic semester by adopting a longitudinal approach. Moreover,

additional quantitative and qualitative data collection tools could be used to investigate the effect of DT on teachers' trainees DA in such kind of research.

The study tries to determine whether DT has an effect on ELT prospective teachers' awareness on diversity. The training under consideration gave rise to satisfactory results regarding prospective ELT learners' development of DA and provided motivation necessary in their future teaching practices. Furthermore, it arouses a research matter in relation to the impact of DT in terms of the effect of DT on teacher trainees' self-esteems since many of the participants stated that DT led to development on their self-esteem during the interview sessions and during the course as reflections. In other words, DT as an impact to develop teacher trainees' self-esteem could be set as an objective of a further research.

As mentioned above, the intervention study was performed in the 4<sup>th</sup> year of ELT learners and it produced very satisfactory results regarding their training on diversity. Moreover, as diversity issue is related with people's attitudes, views and behaviours towards otherness, implementation of DT may enhance ELT pre-service teachers' professional development.

## **5.6. Chapter Summary**

This chapter comprises discussion, conclusion, implications, and suggestion sections of the study. In the discussion part, the findings were enhanced considering the relevant literature. The matters discussed led the researcher to make inferences which were later used to recommend practical solutions for education and research context regarding education. In the last part of the chapter, suggestions for further research were offered to point out the gap in the present study and clarify the research potential of the implications.

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## APPENDIX I. Course Content Used in the Treatment Process

### ELECTIVE I: DIVERSITY IN THE LANGUAGE CLASSROOM

#### A. COURSE DESCRIPTION

This course involves a careful examination of wide variety of types of learner diversity (for e.g. learners from different social, ethnical and religious backgrounds) and factors such as age, gender, motivation and so forth effecting language learning. The aim of this course is to prepare pre-service teachers by encouraging them to understand the nature of differences and empowering them to deal with differences in their classrooms.

#### B. GOALS

The primary goals of the course are to:

- Provide you information about different aspects of learner diversity.
- Familiarize you with learner diversity and learner differences.
- Improve your awareness on diversity in the classroom.

#### C. OUTCOMES of the COURSE

When the course is completed you will have:

- Develop an understanding about diversity and differences among learners.
- Develop knowledge about diverse learners and learner differences.
- Develop knowledge about diverse teaching strategies for diverse learners.
- Become knowledgeable about motivating learners.

#### CALENDER, CONTENT AND SCHEDULE

Week	Content
Week 1	Meeting the students Overview of the course
Week 2	Syllabus review Introduction to the basic concepts related to instruction
Week 3	Diversity of Language Teaching in CEF and general view in Turkey
Week 4	Learner Differences –personality
Week 5	Language aptitude –its relation with age and intelligence
Week 6	Age, gender, style, cultural background, identity
Weeks 7	<i>Mid-term Examinations Period</i>

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<b>Week 8</b>	Strategy use
<b>Week 9</b>	Autonomy and Motivating Learners
<b>Week 10</b>	Other learner characteristics
<b>Week 11</b>	Race and Ethnicity
<b>Week 12</b>	Working with Diverse Families: Parental Partnership in Education
<b>Week 13</b>	Educating Teachers for Cultural and Linguistic Diversity
<b>Week 14</b>	Bullying in Schools
<b>Week 15</b>	Course evaluation

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## REQUIREMENTS FOR SUCCESS

Students are required to

- read about the subject that will be studied in class before coming to class,
- read articles and discuss them during the lessons,
- participate actively in the discussions,
- attend at least 70% of class hours in the semester.

Mid-term exam 1	35%
Final exam	60%
Participation	5 %

Students' total scores will be graded according to the following criteria:

90-100 = A	80-89 = BA	70-79 = BB	65-69 = CB
60-64 = CC	50-59 = DD	30-49 = FD	0-29 = FF

### PRIMARY TEXTBOOK:

Course pack

### SUGGESTED ARTICLES:

1. Felder, R.M. and Brent, R. (2005). Understanding student differences. *Journal of Engineering Education*, 94(1), 57-72.  
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2. Plurilingual Education in Europe: 50 years of international co-operation.  
[http://www.coe.int/t/dg4/linguistic/Source/PlurinlingalEducation\\_En.pdf](http://www.coe.int/t/dg4/linguistic/Source/PlurinlingalEducation_En.pdf)
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8. Peterson, K., Cross, L., Johnson, E., and Howell, G. (2000). DE for preservice teachers: Strategies and attitude outcomes. *Action in Teacher Education*, 22(2), 33-38.  
<http://www.tandfonline.com/doi/pdf/10.1080/01626620.2000.10463003>
9. Causey, V., Thomas, C., and Armento, B. (2000). CD is basically a foreign term to me: Challenges of diversity for preservice teacher education. *Teaching and Teacher Education*, 16(1), 33-45.  
[http://www.itari.in/categories/living\\_with\\_diversity/cultural\\_diversity\\_basically\\_foreign\\_term\\_to\\_me.pdf](http://www.itari.in/categories/living_with_diversity/cultural_diversity_basically_foreign_term_to_me.pdf)
10. Öztürk M. (2013). Barriers to Parental Involvement for Diverse Families in Early Childhood Education. *Journal of Educational and Social Research*, 3 (7), 13-16.  
<http://www.mcser.org/journal/index.php/jesr/article/viewFile/922/953>
11. Cole, R. (1995). Educating everybody's children: Diverse teaching strategies for diverse learners. Chapter 2: Diverse Teaching Strategies for Diverse Learners. Alexandria, VA: ASCD.

**APPENDIX II. Questionnaire Form Administered as Having Perceptions at Stage 1, Pre-test and Post-test in Stage 2 and VI of the Study**

**Questionnaire Consent Form**

**Course name:** Elective I: Diversity in The Language Classroom

Assignment: Questionnaire for ELT Prospective Teachers' Perceptions on Diversity

1. \_\_\_\_\_ (participant's name), understand that I am being asked to participate in a questionnaire activity that forms part of Esin Akyay Engin's required PhD thesis study in the above-noted Elective I: Diversity in The Language Classroom' course. It is my understanding that this questionnaire has been designed to gather information about the following subjects or topics:

**Diversity**

**Diversity Education**

**Diversity training for pre-service teachers**

I have been given some general information about this project and the types of questions I can expect to answer. I understand the questionnaire will be conducted in person and that it will take approximately 30 minutes of my time to complete.

My participation in this project is completely voluntary and I am free to decline to participate, without consequence, at any time prior to at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me.

I have read the information above. By signing below and returning this form, I am consenting to participate in this questionnaire project as designed by Esin Akyay Engin, Çanakkale Onsekiz Mart University PhD student.

Participant name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

- 1. What is diversity? Which issues come to your mind when you consider about diversity. Please explain briefly.**



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Please put a tick (✓) to each statement in order to indicate the extent to which you agree or disagree with that statement.

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1.	I chose English Language Teaching department voluntarily.					
2.	I am volunteered to be an English teacher.					
3.	I am knowledgeable about diversity.					
4.	I am knowledgeable about individual differences.					
5.	<i>I attend this course voluntarily.</i>					
6.	I think that this course is beneficial for preservice language teachers.					
7.	<i>I think being knowledgeable about diversity is important for a teacher.</i>					
8.	I am knowledgeable about the sub-categories of diversity.					
9.	I like teaching profession.					
10.	A teacher should be aware of diversity issue.					
11.	A teacher should know the backgrounds of his/her learners.					
12.	<i>A teacher should be aware of learners' learning styles.</i>					
13.	<i>A teacher should be aware of learning strategies of his/her students.</i>					
14.	<i>I think I have sufficient knowledge and skills to deal with diverse</i>					

	<i>learners.</i>					
15.	<i>A teacher should accept diversity among learners.</i>					
16.	<i>A teacher should respect diversity among learners.</i>					
17.	A teacher should use different teaching techniques appealing to diverse learner types.					
18.	A teacher should use different teaching strategies appealing to diverse learner types.					
19.	A teacher should use different teaching materials appealing to diverse learner types.					
20.	I recognize diversity.					
21.	I accept diversity.					
22.	I respect diversity.					
23.	I have prejudices towards people from different ethnical backgrounds.					
24.	I have prejudices towards people from different religious backgrounds.					
25.	I have prejudices towards people from different socio-economic backgrounds.					
26.	<i>I think students from high socio-economic backgrounds are more successful.</i>					
27.	I have some worries about working at different regions of Turkey after I graduate.					
28.	I have fears that I will meet with different learners when I am appointed to different regions of Turkey as a teacher					
29.	I think I can work enthusiastically in each region of Turkey after I graduate.					
30.	I think I know how to deal with learners whose mother tongue is different from Turkish.					
31.	<i>Individual differences' is a sub-category of learner diversity.</i>					
32.	<i>I think I am knowledgeable about diverse teaching strategies for diverse learners.</i>					
33.	I think I am knowledgeable about motivating learners.					

34.	I have no idea about how to deal with diverse learners.					
35.	<i>A teacher should be tolerant to learners' from different cultural backgrounds.</i>					
36.	My previous courses have provided me enough knowledge about diversity.					
37.	<i>I have learned about dealing with diverse learners from the previous courses I took.</i>					
38.	<i>DE is a neglected issue in teacher training programmes.</i>					
39.	Diversity is an important issue in teaching field.					
40.	I think gaining knowledge about diversity is important for my future teaching practices.					
41.	I do not have any idea about the diversity course and its possible contributions.					
42.	<i>DE should be much emphasized in teacher training programmes.</i>					
43.	<i>I believe that learning about different cultures is crucial, but there is not enough time to be able to do this for a teacher.</i>					
44.	Too much diversity lowers educational standards.					
45.	<i>I do not think I will not teach to minority students.</i>					
46.	My aim is to become an English teacher.					
47.	<i>Students with different ethnic backgrounds may respond to classroom activities in a different way.</i>					
48.	<i>Students with different religious beliefs may respond to classroom activities in a different way.</i>					
49.	My professional education courses have offered me with techniques for bringing a variety of cultures in to the classroom.					
50.	My professional education courses have offered me with techniques for effectively teaching children whose national and/or racial backgrounds differ from my own.					

51.	My professional education courses have helped me communicate with students from diverse backgrounds.					
52.	My professional education courses have given me the knowledge to be able to place and evaluate culturally diverse materials.					
53.	My professional education courses have helped me communicate with the families of students from diverse backgrounds.					
54.	When I complete my training at this university, I will be adequately prepared to teach my students from different cultures.					
55.	I would like to receive more training in evaluating the educational accomplishments of students from culturally diverse backgrounds.					
56.	I would like to get more training in recognizing and evaluating culturally diverse materials to be used in the classroom.					
57.	<i>When I become a teacher I will probably have minority students in my classroom.</i>					
58.	When I become a teacher I will probably have students from different religious backgrounds.					
59.	When I become a teacher I will probably have students from different cultural backgrounds.					
60.	When I become a teacher I will probably have students from different ethnic groups.					
61.	When I become a teacher I will probably have students from other religions.					
62.	When I become a teacher I will probably have students having different types of learning styles.					

### APPENDIX III. Factor Loadings for the Scale

Item	1	2	3	4	5	6	7	8	9	10	11
52	0.904	0.006	0.081	0.083	-0.019	0.037	-0.004	-0.034	-0.003	0.109	0.083
51	0.894	-0.02	0.062	0.201	-0.023	0.064	0.086	0.03	-0.045	0.03	0.031
50	0.86	-0.048	0.002	0.083	-0.007	0.094	0.065	0.036	-0.052	0.057	0.018
53	0.839	0.078	0.102	-0.044	0.003	-0.052	-0.071	-0.011	0.019	0.045	-0.01
49	0.82	0.013	-0.015	0.069	-0.004	0.139	0.17	-0.024	-0.048	0.023	0.047
54	0.551	0.244	0.114	-0.082	-0.114	0.092	0.023	0.204	0.061	0.146	-0.049
60	0.025	0.898	0.008	0.032	0.102	0.07	0.047	0.06	0.086	0.105	-0.017
59	0.061	0.875	0.039	0.022	0.003	0.133	0.008	0.122	0.027	0.133	0.071
61	0.056	0.851	0.129	-0.006	0.115	0.026	0.133	0.03	0.107	0.009	-0.02
58	-0.011	0.804	0.116	0.061	0.084	0.03	0.077	-0.009	0.113	0.123	-0.08
62	0.018	0.608	0.137	0.151	0.017	0.24	-0.054	0.151	-0.161	-0.056	0.246
2	0.124	0.062	0.881	0.013	-0.026	0.083	0.078	0.04	-0.059	0.109	-0.003
46	0.005	0.014	0.813	0.066	0.07	-0.012	0.041	-0.028	-0.03	0.132	-0.01
1	0.113	0.094	0.785	0.021	0.038	0.138	-0.029	0.074	0.044	0.11	-0.016
9	0.048	0.219	0.606	0.061	0.03	0.149	0.068	0.054	0.124	0.055	0.122
40	0.214	0.129	0.07	0.749	0.002	0.094	0.046	0.241	0.023	0.142	0.086
39	0.11	0.061	0.035	0.707	0.144	0.164	-0.03	0.126	-0.011	0.271	0.05
10	-0.021	0.019	0.057	0.689	0.078	0.181	-0.05	0.178	0.318	0.073	-0.039
11	0.036	0.004	0.016	0.642	-0.078	0.258	0.052	-0.032	0.094	-0.002	0.022
24	-0.033	0.083	0.041	0.012	0.924	0.051	0.122	0.034	0.027	0.017	0.032
25	-0.076	0.115	0.055	0.071	0.912	0.045	0.083	0.001	-0.001	0.068	0.117
23	-0.001	0.086	0.025	0.03	0.884	0.046	0.214	0.135	-0.043	0.044	0.02
18	0.146	0.088	0.117	0.194	0.082	0.858	0.041	0.12	0.073	0.108	0.077
17	0.097	0.169	0.082	0.244	0.033	0.81	0.029	0.075	0.042	0.156	-0.045
19	0.135	0.194	0.206	0.21	0.057	0.8	0.022	0.083	0.05	0.187	0.011
27	0.075	0.04	0.016	0.031	0.169	0.102	0.822	-0.015	0.073	0.057	0.003
28	-0.001	0.076	-0.048	0.028	0.259	-0.004	0.724	0.107	0.066	-0.032	0.308
29	0.14	0.186	0.166	-0.034	-0.025	0	0.631	0.013	0.019	0.363	-0.041
30	0.132	0	0.201	-0.003	0.125	-0.06	0.488	0.133	0.068	-0.223	0.107
21	0.131	0.125	0.064	0.418	0.109	0.126	0.025	0.718	0.203	0.047	0.027

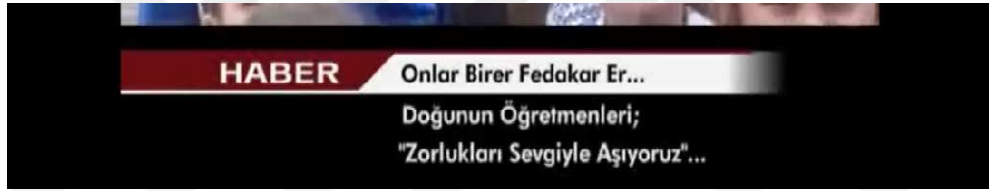
22	0.079	0.203	0.1	0.318	0.034	0.225	0.142	0.715	0.132	-0.029	0.037
20	0.009	0.051	0.096	0.194	0.055	-0.023	-0.058	0.632	0.439	0.103	0.113
44	-0.131	0.123	-0.096	-0.308	0.193	0.128	0.348	0.546	-0.049	0.21	0.099
3	-0.06	0.044	-0.021	0.065	0.037	0.043	0.15	0.121	0.801	0.025	0.079
8	0.032	0.142	0.05	0.192	-0.095	0.105	0.059	0.039	0.74	0.136	0.015
4	-0.069	0.045	0.018	0.041	0.029	-0.013	-0.047	0.257	0.61	-0.051	0.149
56	0.116	0.128	0.255	0.181	0.124	0.132	0.027	-0.014	-0.01	0.725	-0.032
55	0.05	0.195	0.249	0.205	0.145	0.179	0.084	0.146	-0.011	0.683	0.015
6	0.203	0.053	0.054	0.087	-0.069	0.149	0.008	0.037	0.185	0.633	0.101
34	0.01	0.037	-0.034	-0.026	0.115	0.017	0.079	0.148	0.037	-0.056	0.774
33	0.004	0.123	0.045	0.032	-0.025	-0.033	0.155	-0.032	0.041	0.204	0.673
41	0.054	-0.133	0.06	0.212	0.117	-0.018	0.141	0.011	0.19	-0.042	0.561
36	0.402	-0.056	0.088	-0.003	0.041	0.161	-0.116	-0.002	0.123	-0.068	0.52

## **APPENDIX IV. The Questions Directed at the Semi-Structured Interview**

### **INTERVIEW QUESTIONS**

- Q1.** Did you have knowledge about diversity before the course? If the answer is yes, what did you have in your mind about diversity?
- Q2.** Has diversity been mentioned in the previous courses you have attended? If yes, to what extent and about which aspects?
- Q3.** Has the course helped you to get more awareness on diversity?
- Q4.** Could you tell me about the importance of diversity knowledge for teaching profession?
- Q5.** More specifically, how could you describe the importance of diversity knowledge for foreign language teaching as an ELT prospective teacher?
- Q6.** Has the course helped you to gain insight about diversity types?
- Q7.** Do you have enough knowledge about diversity after attended the course?
- Q8.** Has this course met your expectations?
- Q9.** Were you anxious about being appointed to different regions of the country after graduation? If yes, what were those worries about?
- Q10.** Has the diversity course helped you to overcome your worries? In other words, has the diversity course help you to be prepared for your future teaching profession psychologically?
- Q11.** Do you believe that knowledge gained from the diversity course could be helpful in solving problems you may encounter during your future teaching experiences?
- Q12.** What are the essential or unnecessary topics included in the weekly course content?
- Q13.** What kind of modifications should be taken place in weekly course content? Which other topics could be integrated into it?
- Q14.** Do you think that diversity course should be a compulsory course at teaching departments? If yes, in which grade and why?
- Q15.** What makes you different from other prospective teachers who has not attended the diversity course? How could you describe yourself as a prospective teacher?

## APPENDIX V. SAMPLE DIGITAL COURSE MATERIALS



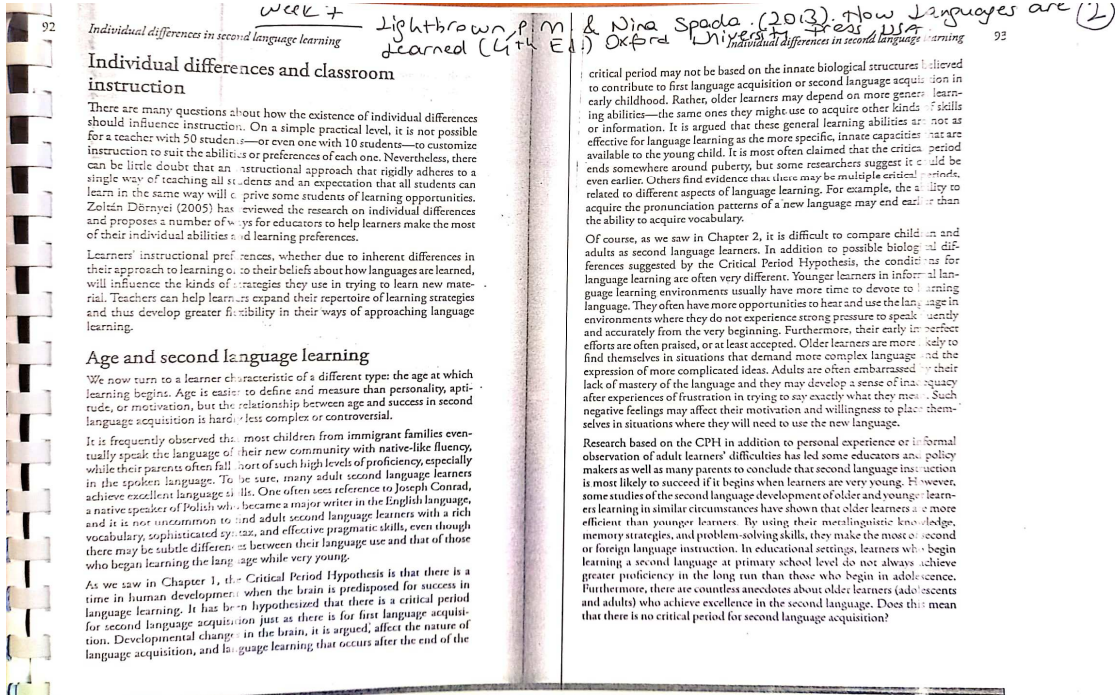


# Exploring Diversity In the Classroom Through Teaching and Learning





# APPENDIX VI. SAMPLE OF THE USED BOOK CHAPTERS FROM COURSE PACK



Dörnyei, Z. 2005. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. (Chapter 5: Learning Styles and Cognitive Styles). Mahwah, NJ: Lawrence Erlbaum Associates.

### Learning Styles and Cognitive Styles

There is a considerable body of literature discussing the role of *learning styles* in SLA and most of these studies treat the concept as an important, although somewhat underresearched, topic. However, the uninitiated reader would find only very few clues in the published L2 literature that indicate that the area is a real quagmire: There is a confusing plethora of labels and style dimensions; there is a shortage of valid and reliable measurement instruments; there is a confusion in the underlying theory; and the practical implications put forward in the literature are scarce and rather mixed, and rarely helpful. So why talk about learning styles? Why devote a whole chapter to them? The answer is that there is something genuinely appealing about the notion and what scholars are hoping is that the current confusion is merely due to our insufficient knowledge rather than the scientific inadequacy of the concept. In many ways, Peter Skehan's evolving view on styles illustrates the situation well; talking about the most well-known learning style construct, *field dependence-independence*, Skehan concluded in 1989:

Interesting though the underlying hypothesis may be, the research results are not encouraging. Field independence looks to be a seam which has been mined for all the value that is going to be found. (p. 115)

In 1998 he admitted a shift in his view:

I concluded some years ago that 'the field independence construct is one that has been mined for all it is worth' (Skehan 1989, p. 115), and suggested that investigators turn their attention to other issues. It is interesting to see, several years later, that the situation is nothing like so clear-cut. Since then, the stakes in FD/I [field dependence-independence] research have got rather higher. (p. 240)

Quite recently, however, he again expressed a more skeptical prognosis of the field, while still maintaining that the 'jury is still out':

it appears from a review of findings on style that such concepts may not deserve high research priority, but they have not been eliminated as po-

tentially relevant second language linked measures. What is now needed is more evidence of educationally linked applications of such concepts. If such evidence is forthcoming, style concepts may become more central in SLA once again. (Dörnyei & Skehan, 2003, p. 617)

In this chapter I look into the learning style issue and show that the controversial situation concerning styles is not confined to L2 studies only but a similar picture emerges in the field of educational psychology; as Show et al. (1996) summarized in their summary of individual differences in the *Handbook of Educational Psychology*: "No category we have covered contains a more voluminous, complex, and controversy-laced literature than that of personal styles" (p. 281). In a review article Richard Riding, one of the main authorities in cognitive style research, went even further when he claimed that "The area of style research generally has a poor reputation" (2000a, p. 316). As he explained, this is because this research area has suffered from a number of serious problems, particularly with respect to four key aspects:

Workers in this area have been remiss in that they have: generated a large and bewildering array of labels purporting to be different styles, used ineffective and questionable assessment methods, not made a clear distinction between style and other constructs such as intelligence and personality, and have been slow to demonstrate the practical utility of style. (Riding, 2000b, p. 368)

Yet, the curious fact is that many educational psychologists, including Riding himself, still believe in the concept, or at least give it the benefit of the doubt, trying at the same time to tighten up its theoretical underpinnings. Let us also start our overview of this intriguing and controversial topic by looking at some basic concepts. Firstly, what exactly are learning styles?

#### WHAT ARE LEARNING STYLES?

As is the case with a number of ID variables that turn out to be problematic under close scrutiny, *learning styles* can initially be defined in a seemingly straightforward and intuitively convincing manner. According to the standard definition, they refer to "an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, p. viii); thus, they are "broad preferences for going about the business of learning" (Ehrman, 1996, p. 49). In other words, the concept represents a profile of the individual's approach to learning, a blueprint of the habitual or preferred way the individual perceives, interacts with, and responds to the learning environment. These definitions make intuitive sense:

Week 12

(6)  
Clausen-Ehlers, C.S. (2006). *Diversity Training for Classroom Teaching: A Manual for Students and Educators*, New York, NY: Springer.  
(Chapter 5: Race and Ethnicity)

## Chapter 5 Race and Ethnicity

The terms culture, race and ethnicity are often mistakenly used interchangeably. The terms actually have different meanings and represent different concepts. Chapter 5 clarifies the concepts of race and ethnicity through conceptual definitions and activities.

**Race.** While race as a biological variable has largely been refuted, the concept of race has social meaning. Societies like the U.S. classify people into social groups based on characteristics that have social significance (U.S. Department of Health and Human Services, 2001). Carter (1995) defines race as a concept that "refers to a *presumed* classification of all human groups on the basis of *visible physical traits or phenotype and behavioral differences*. Inherent in classifying groups in this way is also the presumption of rank order where one group, typically Whites...is the standard by which all others are judged and ranked" (p.15). When race is used as a classification system in North America, assumptions are made about "emotional, cognitive, psychological, intellectual, and moral qualities" based upon physical characteristics (Carter, 1995, p.15). Racism occurs when there is an assumption of the superiority of one race over other races.

**Ethnicity.** Ethnicity is a cultural heritage that encompasses language, history, and rituals that are passed from one generation to the next. Ethnicity refers to a shared national or religious identity. Someone may describe themselves as Irish, for instance, because they come from Ireland. National or religious origin is the defining factor for ethnicity (U.S. Department of Health and Human Services, 2001).

### Prejudice vs. Racism

In its most literal form the term prejudice means to prejudge. We judge people based on previous experience, learned stereotypes, and internalized belief systems. The 16-year-old student who wears baggy jeans and a torn sweatshirt the first day of class is one such example. The educator may assume this student is uninterested in learning because of his sloppy appearance. It turns out, however, that this student is very committed to his education but cannot afford to buy new clothes. The educator's prejudgment has mistakenly put the student in the "disinterested learner" category.