

BÜŞRA YENER

A MIXED METHOD STUDY OF TERTIARY LEVEL TURKISH EFL
TEACHERS' CULTURALLY RESPONSIVE TEACHING READINESS

BÜŞRA YENER

A THESIS SUBMITTED
FOR
THE DEGREE OF MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

AUGUST 2025

2025

A Mixed Method Study of Tertiary Level Turkish EFL Teachers' Culturally
Responsive Teaching Readiness

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Büşra Yener

In Partial Fulfilment of the Requirements for the Degree of
Master of Arts

in

Teaching English as a Foreign Language

The Department of English Language Teaching

Ankara

August 2025

İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

A Mixed Method Study of Tertiary Level Turkish EFL Teachers' Culturally

Responsive Teaching Readiness

Büşra Yener

July 2025

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Tijen Akşit (Advisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Necmi Akşit (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Nur Gedik Bal, Social Sciences University of Ankara (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Alipaşa Ayas (Director)

ABSTRACT

A Mixed Method Study of Tertiary Level Turkish EFL Teachers' Culturally
Responsive Teaching Readiness

Büşra Yener

MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Tijen Akşit

August 2025

Using a mixed-method design, the focus of this study was Turkish EFL teachers working in the English preparatory programs of various foundation universities in the İstanbul province. The Culturally Responsive Teaching Readiness Scale (CRTRS) with demographic questions was used to collect responses from 95 participants, followed by semi-structured interviews with 10 volunteer participants. The results showed that teachers generally felt personally ready to teach in culturally diverse EFL classrooms, yet they showed lower readiness levels when their professional background was considered. The inferential analysis results revealed that teachers' years of experience play a significant role in their professional readiness levels; experienced teachers showed lower readiness to employ CRT when their professional educational backgrounds were considered. Teachers showed positive attitudes toward the role of culture in English language teaching and regarded culturally responsive pedagogy as relevant in their multicultural classrooms.

Keywords: culturally responsive teaching, educational equity, multicultural education, culturally responsive readiness

ÖZET

Türkiye’deki Yükseköğretim İngilizce Öğretmenlerinin Kültürel Duyarlılığa Dayalı

Öğretime Hazır Oluşları Üzerine Karma Yöntemli Bir Araştırma

Büşra Yener

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Asst. Prof. Dr. Tijen Akşit

August 2025

Karma yöntem deseni kullanılan bu çalışmanın odak noktası, İstanbul vilayetin yükseköğretim kurumlarının İngilizce dil hazırlık bölümlerinde çalışan Türk asıllı yabancı dil olarak İngilizce öğretmenleri olmuştur. Çalışmada, Kültürel Değerlere Duyarlı Eğitime Hazırbulunuşluk Ölçeği, beraberinde demografik sorular ile birlikte toplam 95 yabancı dil olarak İngilizce öğretmeni katılımcı tarafından nicel veri toplamak amacıyla kullanılmıştır. Çalışmanın devamında 10 gönüllü katılımcı ile bire-bir görüşmeler yapılmıştır. Sonuçlar doğrultusunda, öğretmenlerin kültürel olarak farklı sınıflarda İngilizce öğretimine kişisel hazırbulunuşluklarının yüksek olduğu, ancak mesleki hazırbulunuşluklarının ise görece düşük olduğu saptanmıştır. Çıkarımsal değerler analizi sonuçlarına göre öğretmenlerin öğretmenlik tecrübesi birikiminin mesleki hazırbulunuşluk seviyelerinin üzerinde önemli bir rol oynadığı, tecrübeli öğretmenlerin, mesleki eğitim geçmişi düşünüldüğünde daha düşük kültürel değerlere duyarlı eğitime hazırbulunuşluk sergilediği bulunmuştur. Öğretmenler, İngilizce dil öğretiminde kültürün rolü konusunda olumlu tutumlar sergilediler ve kültürel değerlere duyarlı eğitimi çokkültürlü sınıfları için anlamlı buldular.

Anahtar kelimeler: kültürel değerlere duyarlı eğitim, eğitimde eşitlik, çokkültürlü eğitim, kültürel değerlere duyarlı eğitime hazırbulunuşluk

ACKNOWLEDGEMENTS

First, and most importantly, I would like to share my gratitude for my advisor, Asst. Prof. Dr. Tijen Akşit, for her emotional support and valuable guidance; without her assistance, I would not be able to complete this study, let alone present it. I also deeply value my committee members Asst. Prof. Dr. Nur Gedik Bal and Asst. Prof. Dr. Necmi Akşit for their invaluable contributions to my thesis.

I also wish to express my deepest gratitude to Asst. Prof. Dr. Tijen Akşit and Asst. Prof. Dr. Necmi Akşit for their continuous guidance throughout my master's program at MA TEFL.

During my courses and thesis period, I had the chance to cooperate with numerous precious colleagues and lecturers at Bilkent University; thus, it is thanks to everybody I met at the MA TEFL program that I could reach this rewarding end to my master's program.

I also wish to thank The Scientific and Technological Research Council of Türkiye (TÜBİTAK) for supporting me financially throughout my education.

Lastly, to my dear family—my mother Özlem Yener, my father Ömer Yener, my sister Elif Yener and my brother Hakan Yener—special thanks for your support and comfort. For our cat Gölge, thank you for cheering me for being cute. As for my now-husband sweetheart, Mahmut Kaşava Özkan, I thank you many times for being by my side whenever I seek your encouragement.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	xi
LIST OF FIGURES.....	xiv
CHAPTER 1: INTRODUCTION	1
Introduction.....	1
Background	1
Problem	6
Purpose.....	9
Research Questions	10
Significance.....	11
Definition of Key Terms	12
CHAPTER 2: REVIEW OF RELATED LITERATURE	14
Introduction.....	14
Theoretical Framework	14
Definitions of Culture	14
Culturally Responsive Teaching in Education.....	16
Freire’s Critical Pedagogy.....	16
Culturally Relevant Pedagogy.....	17
Multicultural Education	19
Culturally Responsive Teaching	21
Culturally Responsive Teaching and Motivation.....	25

Culturally Responsive Teaching in Teacher Education	27
Components of Culturally Responsive Teaching.....	29
Culturally Responsive Teaching and the Brain.....	32
Culturally Responsive Teaching and Teacher Beliefs	33
Readiness for Culturally Responsive Teaching	37
Previous Research	38
Culturally Responsive Teaching in English Language Education.....	39
Culturally Responsive Teaching in the Turkish Context	46
CHAPTER 3: METHODOLOGY	54
Research Design.....	54
Context	56
Sampling and Participants.....	57
Instrumentation	64
CRT Readiness Scale	64
Reliability	66
Semi-structured Interviews	68
Credibility	68
Trustworthiness	69
Data Collection Procedures.....	69
Questionnaire	71
Semi-structured Interviews	72
Data Analysis Procedures	73
Quantitative Data Analysis	74
Qualitative Data Analysis	81
Ethical Considerations	83

CHAPTER 4: RESULTS	85
Introduction	85
Turkish EFL Teachers' Culturally Responsive Teaching Readiness Levels in Culturally Diverse Classrooms	86
Descriptive Statistics for Teachers' Culturally Responsive Readiness Levels	86
Teachers' CRT Personal Readiness Levels.....	88
Teachers' CRT Professional Readiness Levels.....	92
The Differences of Turkish EFL Teachers' Culturally Responsive Teaching Readiness Levels	95
The Differences of Turkish EFL Teachers' Personal Readiness Levels of CRT ..	98
Teachers' Bachelor's Degree Discipline of Study	98
Teachers' Master's Degree Discipline of Study	100
Teachers' Years of Teaching Experience	101
Teachers' Studying or Teaching Abroad Experience	102
Teachers' International Student Ratios in their Classes.....	104
The Differences of Turkish EFL Teachers' Professional Readiness Levels of CRT	104
Teachers' Bachelor's Degree Discipline of Study	105
Teachers' Master's Degree Discipline of Study	106
Teachers' Years of Teaching Experience	108
Teachers' Studying or Teaching Abroad Experience	111
Teachers' International Student Ratios in their Classes.....	112
Turkish EFL Teachers' Pedagogical Approaches and Problem-Solving Strategies for Culturally Responsive Teaching	113
Teachers' Perspectives of CRT	113

Teachers' Experiences of CRT	117
CHAPTER 5: DISCUSSION	121
Introduction	121
Overview of the Study	121
Discussions of Major Findings.....	123
Teachers' Culturally Responsive Teaching Readiness Level	123
Teachers' Personal Readiness Level.....	124
Teachers' Professional Readiness Level.....	126
Teachers' Bachelor's Degree	129
Personal Readiness.....	129
Professional Readiness.....	131
Teachers' Master's Degree	132
Personal Readiness.....	132
Professional Readiness.....	134
Teachers' Years of Teaching Experience	136
Personal Readiness.....	136
Professional Readiness.....	137
Teachers' Experience of Studying or Teaching Abroad	140
Personal Readiness.....	140
Professional Readiness.....	142
International Student Ratio in Culturally Diverse Classrooms	142
Personal Readiness.....	142
Professional Readiness.....	143
Teachers' Perceptions of Culturally Responsive Teaching	145
Teachers' Experiences of Culturally Responsive Teaching.....	146

Implications of Practice.....	149
Implications of Further Research.....	154
Limitations	157
REFERENCES.....	160
Appendix A	173
Appendix B	176
Appendix C	188
Appendix D	189
Appendix E.....	190

LIST OF TABLES

Table		Page
1	Demographic Information of the Questionnaire Participants ($N = 95$)	58
2	Demographic Information for the Interview Participants	62
3	Cronbach's Alpha for CRT Readiness Scale	67
4	Cronbach's Alpha for Personal and Professional Readiness for CRT	67
5	Number of Questionnaire Items	71
6	Normality Test Results: CRT Readiness Levels of Turkish EFL Teachers	76
7	Normality Test Results: Personal Readiness Levels of Turkish EFL Teachers	77
8	Normality Test Results: Professional Readiness Levels of Turkish EFL Teachers	78
9	Tests for CRT Readiness Level	79
10	Tests for Personal Readiness	79
11	Tests for Professional Readiness	80
12	Culturally Responsive Teaching Readiness	87
13	Personal Readiness Levels ($N = 95$)	88
14	Professional Readiness Levels ($N = 95$)	92
15	Independent T-test for CRT Readiness by Bachelor's Degree Discipline	95
16	Independent T-test for CRT Readiness by Master's Degree Discipline	96

17	One-Way ANOVA Test for CRT Readiness by Teachers' Years of Teaching Experience	96
18	Independent T-test for CRT Readiness by Studying or Teaching Abroad Experience	97
19	One-Way ANOVA Test for CRT Readiness by Teachers' International Student Ratios in Their Classes	97
20	Independent T-test for Personal Readiness by Bachelor's Degree Discipline	98
21	Independent T-test for Items in Personal Readiness by Bachelor's Degree Discipline	99
22	Independent T-test for Personal Readiness by Master's Degree Discipline	100
23	Independent T-test for Items in Personal Readiness by Master's Degree Discipline	101
24	One-Way ANOVA Test for Personal Readiness by Teachers' Years of Teaching Experience	102
25	Mann-Whitney U for Personal Readiness by Teachers' Studying or Teaching Abroad Experience ($N = 95$)	102
26	Mann-Whitney U for Items in Personal Readiness by Teachers' Studying or Teaching Abroad Experience	103
27	One-Way ANOVA Test for Personal Readiness by Teachers' International Student Ratios in their Classes	104
28	Independent T-test for Professional Readiness by Bachelor's Degree Discipline	105

29	Independent T-test for Items in Professional Readiness by Bachelor's Degree Discipline	106
30	Independent T-test for Professional Readiness by Master's Degree Discipline	107
31	Independent Samples T-test for Items in Professional Readiness by Master's Degree Discipline	107
32	One-Way ANOVA Test for Professional Readiness by Teachers' Years of Teaching Experience	108
33	One-Way ANOVA Test for Items in Professional Readiness by Teachers' Years of Teaching Experience	109
34	Independent T-test for Professional Readiness by Studying or Teaching Abroad Experience	111
35	One-Way ANOVA Test for Professional Readiness by Teachers' International Student Ratios in their Classes	112

LIST OF FIGURES

Figure		Page
1	The Dimensions of Multicultural Education	21
2	The Motivational Framework for Culturally Responsive Teaching	26
3	Transversal Skills for a Culturally Responsive EFL Teaching Habitus	51
4	Data Collection Procedure	70



CHAPTER 1: INTRODUCTION

Introduction

As diversity increases worldwide, the views on how, where, and what to teach have changed enormously, leaving teachers unprepared for unexpected circumstances and positions. The increasing cultural diversity in classrooms has led scholars to develop effective and efficient strategies to maintain equity and cultural sensitivity in education while aiming for academic achievement (Siwatu, 2007).

In this research, the topic area centres upon the culturally responsive teaching approach (CRT), which is defined as using cultural knowledge and experiences of ethnically diverse students as tools for learning (Gay, 2013). The research focuses on Turkish EFL teachers regarding culturally responsive pedagogy to interpret their professional and personal readiness levels for teaching in multicultural classrooms at the tertiary level.

This chapter discusses the main aspects of CRT and its development in global terms, the problems associated with CRT based on empirical evidence, the purpose of the study with major research questions being investigated, and the significance of the study, particularly in the Turkish EFL context. Finally, the key terms of the study are defined.

Background

The prevalence of international education and increasing migration rates on a global scale highlight the need for a socio-critical, research-based pedagogy for English language teachers to be able to respond to their students' learning needs without avoiding the issues regarding multiculturalism and cultural diversity

(Yıldırım, 2019). Today's classrooms shift from a monocultural environment to a classroom with diverse student backgrounds (Gedik Bal, 2023), which often poses a challenge for teachers to develop strategies to ensure student inclusion in classrooms with diverse needs and expectations, especially within the perspective of second language teaching since culture and language are complementary factors for building meaningful communication (Karataş, 2018). Education has the power and responsibility to accompany the changes in schooling and society, which requires educators to enhance their understanding of the communities they interact with by accomplishing the necessary reforms to respond to culturally diverse students and achieve educational equity (Gay, 2018). Correspondingly, such characteristics define culturally responsive pedagogy.

Culturally responsive teaching is defined as a pedagogy arguing that teachers should have "explicit knowledge" (Gay, 2002, p. 107) about their culturally diverse students to promote better learning. This explicit knowledge refers to cultural knowledge that teachers derive from their students, such as knowledge of which students' culture prioritizes teamwork, to better address their learning. A successful use of students' explicit knowledge helps teachers facilitate learning by including the voices of their culturally diverse students. According to Siwatu (2007), culturally responsive teaching is concerned with curriculum design, instruction, classroom management, student assessment, and cultural enrichment; the components obtained by a culturally responsive teacher who can offer equal learning opportunities to students representing different cultural or racial groups. Villegas and Lucas (2002) approach CRT from an alternative perspective, defining how CRT should incorporate teacher education curricula to guide pre-service teachers to articulate a vision of teaching and learning in a diverse society. Gay and Kirkland (2003) also

argue the necessity for teachers to develop a culturally critical consciousness and self-reflection, as well as their personal beliefs and behaviours about cultural diversity and how they facilitate their students' learning.

Cultural diversity in education is defined as the awareness of students' knowledge, past experiences, beliefs, and values reflected from their culture and the integration of this awareness into education (Gay, 2018; Gay, 2002). According to Gay (2018), students can be diverse in terms of their ethnicity, race, gender, socioeconomic status, or home language. Gaining a critical consciousness in recognizing cultural diversity, learning how to talk about culture, interrogating the realities of biases about culture, and promoting equity and inclusiveness in education are the defining factors of cultural sensitivity (Gay, 2018; Samuels, 2018).

Empirical studies concerning CRT are centred mainly on the obstacles teachers often face when talking about cultural diversity (Samuels, 2018) or developing strategies to improve the academic performance of their culturally diverse students (Gay, 2013). The common conclusion noted in the empirical studies suggests that teachers should acknowledge the usefulness of cultural diversity in students' academic and social development and enhance cultural sensitivity to promote equity in education by recognizing culture as a component in shaping their students' knowledge, communication, and learning needs (Idrus et al., 2023; Lavigne et al., 2022; Civitillo et al., 2019; Gümüş, 2021; Taneri and Özbek, 2023; Hargous, 2023).

Türkiye, a country in which many cultures have lived together since its foundation and that has hosted various civilizations throughout history, holds the title of being one of the countries with the most diverse populations. The considerably increasing cultural diversity in Türkiye has strong reflections in education, among

many aspects of life. In the Turkish tertiary education context, teachers' perspectives and practices of teaching in multicultural classrooms are of high value for higher education in Türkiye, mainly due to the increasing number of international students every year and the changing views on diversity and ethnicity (Gümüş, 2021). The increasing population of international students in Turkish tertiary education proves that teachers in higher education reorganize their instruction while acknowledging cultural diversity (Taneri and Özbek, 2023).

In the English language teaching context, CRT is an especially necessary approach for EFL teachers to acknowledge the possible consequences of language barriers or promote language learning (Idrus et al., 2023). According to T.C. Cumhurbaşkanlığı (2016), Turkish higher education institutions that offer programs with a minimum of 30% of their credits including English-medium instruction must require their students to complete an academic year or semester in English preparatory programs or prove their English language proficiency to be able to start their degree programs. The aim of the English preparatory programs at Turkish universities is to prepare newly enrolled students to master their skills and proficiency in English by the end of the program and start their undergraduate or graduate programs. The English preparatory programs are part of the same tertiary institution as the student's enrolment. English preparatory programs in Türkiye often involve local and international students placed in EFL classrooms based on their English language proficiency, which makes these classrooms diverse in ethnicity, gender, major, and age. Such classrooms are also the first school environments for both international and local students to build social relationships in their universities; therefore, English preparatory classrooms have critical positions for international

students to improve their English language skills to pursue their academic programs and communicate with their peers and teachers.

CRT emerged from the multiculturalism approach in education (Banks & Banks, 1997) in the USA due to the high ethnic diversity in the population and its effects on classrooms. Following multicultural education, scholars including Ladson-Billings (1994; 1997), Banks and Banks (1997), Gay (2018; 2002; 2013), Gay and Kirkland (2003), Villegas and Lucas (2002), and Siwatu (2005;2007) advocate the necessity of culturally responsive pedagogy for pre-service and in-service teachers to develop a critical cultural consciousness about not only what they teach but also to whom they teach (Gay & Kirkland, 2003). These early scholars agreed on a paradigm that existed in multicultural classrooms: the lack of cultural awareness from teachers to communicate with their culturally diverse students and discover strategies to lead them to academic success (Gay, 2013).

More recent scholars have revealed that such paradigms from the late 90s and early 2000s still exist in the 2010s classrooms as often teachers lack the knowledge and skills to talk about recent events related to cultural diversity, nor were they taught such issues in their teacher education (Samuels, 2018). Furthermore, today, the growing concerns regarding CRT are revealed to be worldwide despite having originated from the U.S. classrooms as a result of the increasing student diversity in global contexts (Taneri and Özbek, 2023).

The globalization of higher education is also evident in Türkiye when the statistical information regarding the ethnicity-based demographics of higher education students in Türkiye is examined. Türkiye is one of the countries in Europe with a high capacity of tertiary students in 208 universities accredited by Council of Higher Education (co), and the stakeholders' *Goal-oriented Internalization Rapport*

published by CoHE (2021) portrays the objectives of enhancing diversity in higher education in Türkiye by referencing the Sustainable Development Goals to pioneer an inclusive higher education with international students, as well as fostering intercultural communications and sharing knowledge through research (CoHE, 2021). In line with this objective, in 2012, the Republic of Türkiye launched “Türkiye Scholarships” to provide financial support to 36.447 international students from countries with close political, social, economic, or cultural relations as of 2020; additionally, in 2016, the “CoHE International Student Scholarship” was operated to offer scholarships to undergraduate and postgraduate students coming from 13 countries (CoHE, 2021). As of 2022, there have been more than 300,000 international students coming from 198 countries who were enrolled in Turkish universities (CoHE, 2022).

Problem

The remarkable globalization in Turkish society results in diversified cultural dynamics in classrooms, mainly through diverse student profiles. Nevertheless, although classrooms have direct and visible changes regarding students, whether teachers are prepared to handle such changes both personally and professionally has no direct and visible answer. The natural consequence of the increasing number of international students in Turkish higher education is the diversified classrooms with teachers with or without adequate experience and knowledge in responding to their culturally diverse students’ needs (Taneri and Özbek, 2023). Despite the visible portrayal of tertiary-level classrooms with diverse ethnicities, there has been limited research on how teachers, universities, or teacher education programs prepare their pre-service or in-service teachers to facilitate learning in equity when interacting with culturally, racially, or linguistically diverse classrooms (Gümüş, 2021; Taneri

and Özbek, 2023). The changing tertiary student demographics in Türkiye are evident for the urgent need to investigate the subject in its organic environment and conditions.

The number of international students in higher education increased from 18,000 to 300,000 between the years of 2000 and 2022 in Türkiye (CoHE, 2022). In the majority of the cases, the first academic and social environment these students join in Türkiye is the English language preparatory schools, where students fail to prove their English language proficiency to start their degree programs. Herein, their peer and teacher interactions shape their intercultural competence (Liao & Li, 2023) to build a sense of trust in exchanging cultural and linguistic patterns and maintain cultural enrichment by acknowledging the target language and mainstream culture using their native language and culture (Siwatu, 2007). However, whether Turkish EFL teachers have the cognitive and emotional readiness for teaching in culturally diverse classrooms and whether their professional knowledge and practices can contribute to their application of CRT pedagogy lacks empirical evidence.

To evaluate the urgent need for EFL teachers, curricula, and programs to acknowledge culturally responsive pedagogy in the Turkish tertiary education context, it is of utmost importance to understand the background development of student demographics in such classrooms. Türkiye's recent educational policies for the globalization of higher education have resulted in an increase in culturally diverse student populations in the country. However, despite the rapid and large increase of international students in Turkish tertiary education, teachers' responsiveness to the changing cultural diversity in their classrooms lacks empirical research (Gümüş, 2021). Hok (2010) explains how CRT can encourage culturally

diverse students to not only perform better in their academic activities but also develop a critical perspective toward multiculturalism (as cited in Paksoy, 2017).

CRT should be understood beyond a teaching approach for teachers; it relies on their sets of beliefs regarding cultural diversity as an opportunity for teaching and learning (Gay, 2018). Through CRT, teachers have the opportunity to recognize the cultural backgrounds of their students that construct their personal traits and behaviours towards learning, and consequently, they can apply this knowledge of their culturally diverse students to enhance their academic performance as well as the effectiveness of teaching and learning (Chou et al., 2018). More specifically, whether Turkish EFL teachers teaching in multi-national classes at the tertiary level employ principles that are closely related to CRT in their teaching and have the general and special abilities to be ready to cognitively, emotionally, and behaviourally competent in teaching in multicultural classrooms (Karataş & Oral, 2017) is the base of discussion that needs to be investigated. However, the existing research indicates a lack of comprehensive analysis of how teachers' beliefs about CRT are reflected in their teaching philosophy and practices (Civitillo et al., 2019). A study by Gümüş (2021) revealed the low self-efficacy rates of academicians in culturally diverse classrooms as they have a lack of awareness of the diversity in education and how it can enrich students' learning.

An overall analysis of the existing studies on the recognition of culturally responsiveness from Turkish educators reveals that, in general, they accept the positive outcomes of CRT and have optimistic views of the concept; however, they often express a lack of formal education that has taught the skills and knowledge to be competent in applying CRT practices into their teaching (Karataş & Oral, 2017; Zorba, 2020). In the Turkish tertiary education context, there are limited yet

increasing number of studies focusing on culturally responsive pedagogy (Gümüş, 2021; Taneri & Özbek, 2023), and the findings from these studies centre around hesitation or lack of theoretical knowledge about recognizing the critical role of culture in learning. Teachers often overlook the in-depth meaning of culture and how it shapes their students' knowledge, nor do they show readiness to implement research-based strategies to improve their culturally responsive teaching (Taneri & Özbek, 2023). In conclusion, although a number of studies in the local literature show the *multiculturalised* structure of classrooms in higher education, as well as the nationwide statistics proving the increasing number of international students enrolling in Turkish universities, limited research has been conducted on how the in-service teachers are pedagogically ready to teach effectively in these classes. Considering the role of EFL in tertiary education, most of these international students start their education in an English preparatory class at their university. Therefore, the struggle that teachers and international students feel should be investigated from both linguistic and cultural aspects.

Purpose

Contrary to a common misconception, culture and academic success are interrelated, and it is the responsibility of teachers to carefully examine the driving force behind them and structure their teaching approach (Gay, 2018). Teachers must recognize culturally responsive pedagogy through systematic administration to be competent in identifying the needs of their students (Villegas & Lucas, 2002). However, to prepare culturally responsive teachers, first, their needs must be analysed with theory and research to identify their skills and deficits in relation to their personal and professional experiences.

The purpose of this study is to examine the culturally responsive readiness of in-service Turkish EFL teachers working in English preparatory programs at the tertiary level. Specifically, the study investigates two dimensions of readiness: Personal readiness, referring to teachers' cognitive and emotional competencies for engaging with culturally diverse learners; Professional readiness, referring to the knowledge, training, and pedagogical preparation teachers have received related to culturally responsive teaching (Karataş & Oral, 2017).

To achieve this, a sequential mixed-methods design is employed. The quantitative phase uses a survey to assess teachers' self-reported readiness levels. In the qualitative phase, follow-up interviews explore teachers' lived experiences in multicultural classrooms, offering deeper insight into how their beliefs and training manifest in their day-to-day teaching. By integrating both perspectives, the study aims to generate a nuanced understanding of how prepared Turkish EFL instructors feel—and are—in responding to increasing classroom diversity

Research Questions

The study investigates the following research questions using the sequential mixed-design method:

1. What are Turkish EFL teachers' *culturally responsive teaching readiness levels* in a culturally diverse English preparatory classroom at the tertiary level?
 - a. What are the EFL teachers' *professional readiness levels* of CRT in their EFL classroom at the tertiary level?
 - b. What are the EFL teachers' *personal readiness levels* of CRT in their EFL classroom at the tertiary level?
2. Do these teachers' *personal readiness levels* of CRT differ according to their:

- a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
3. Do these teachers' *professional readiness levels* of CRT differ according to their:
- a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
4. What are these teachers' perspectives and experiences regarding CRT?

Significance

The demands of the 21st century shed light on the way people teach and learn, and educational reforms are constantly made to correspond to the needs of students from diverse backgrounds. However, whether teachers are educated or trained to develop a pedagogical strategy in their classrooms to recognize the diverse needs or obstacles of their students from a critical eye is questioned by many scholars. The study's significance is grounded upon the emerging circumstances for CRT from the global perspective, yet it is contextualized in EFL classrooms at the tertiary level and the perceptions and experiences of Turkish EFL teachers in multicultural classrooms.

Culturally responsive teaching has recently become a popular research area in Türkiye due to the major changes in the Turkish education demographics and increasing academic mobility (Taneri and Özbek, 2023). In the Turkish education

context, several studies have investigated the perceptions of pre-service and in-service teachers concerning their culturally responsive teaching experiences and practices, yet these studies focused mainly on the primary or secondary education environments under various disciplines (Sezgin, 2023; Tutmaz, 2023; Yılmaz, 2019; Paksoy, 2017). However, the existing studies focusing on CRT in higher education portray academicians' limited awareness and research-based practices regarding the culturally responsive teaching literature (Taneri and Özbek, 2023). Gümüş (2021) found a considerable deficiency among Turkish academicians in their culturally responsive self-efficacy levels, which, as she explains, could result from the lack of education and training they received on this matter.

In the EFL context, the number of studies focusing on culturally responsive pedagogy in English preparatory programs is even more limited, and the findings from these works conclude the missing gap in the literature focusing on EFL teachers' competence of cultural diversity in tertiary classrooms (Er & Aksoy, 2023).

In light of the existing literature on CRT in EFL and tertiary education context, this study has significant value in investigating the culturally responsiveness literature in both quantitative and qualitative methods to demonstrate how Turkish instructors perceive teaching in culturally diverse EFL classrooms and what their readiness levels are to adapt their teaching using the culturally responsive pedagogy.

Definition of Key Terms

Culturally responsive teaching (CRT): a pedagogical approach that guides teachers to use the cultural experiences, characteristics, and perspectives of ethnically diverse students in their teaching effectively (Gay, 2018) to promote academic achievement in both cognitive and affective domains.

Educational equity: an educational principle offering equal opportunities for students from all backgrounds to be academically successful and reach their fullest potential (Bennett, 2001)

Multicultural education: a field in education studies focusing on the concepts of equity for students from racial and ethnic minority groups and the role of culture in teaching and learning, and aiming to provide educational equity for all students to acquire the knowledge and skills to participate actively and democratically in the cross-cultural settings (Bennett, 2001; Banks & Banks, 1997; Gay, 2018)

Culturally responsive readiness: The cognitive, emotional, and behavioural competence of a teacher in performing in a classroom with cultural diversity (Karataş & Oral, 2017)

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This study aims to investigate Turkish EFL teachers' personal and professional readiness levels and experiences in English preparatory classrooms at the tertiary level through the lens of culturally responsive pedagogy. To do this, the culturally responsive readiness levels of Turkish EFL teachers are analysed separately, and their experiences of teaching in their multi-national EFL classes will be interpreted in light of the main characteristics of CRT in the existing literature.

This chapter's aim is to provide a comprehensive background of culturally responsive pedagogy by presenting an overview of CRT's historical development, definitions, and development over time. Later, the theoretical framework of the study is explained to lay out a base for its aims and purpose. Lastly, the empirical research findings will be presented to support the concepts and research questions of the study.

Theoretical Framework

In this section, the theoretical development of culturally responsive teaching is presented to provide a clear explanation of the phenomenon through examining the relationships of CRT with relevant terms and concepts presented in the literature by various scholars and educators in the CRT literature context.

Definitions of Culture

To understand the concept of culturally responsive teaching, it is critical to conceive *culture* from a broader perspective. An individual's beliefs, points of view, and attitudes describe "cultural reality" (Kramsch, 1998, p. 3) and are best expressed

using language. As culture defines how we set our opinions, beliefs, and behaviour, it is the centre of what is there to teach and learn, which eventually directs any researcher curious about the behaviours of learning to consider the role of culture in educational settings and actions (Gay, 2018). Numerous scholars and thinkers have found it challenging to offer a clear definition due to its multidimensional and abstract nature (Güvenç, 1991). According to Kroeber and Kluckhohn (1952), culture is a synthesis of the traditional ideas obtained through history and the values attached to them through symbols transmitted to the new generations of human groups. From this perspective, culture is regarded as heritage, the core of human behaviours, beliefs, and emotions, a mechanism to regulate behaviours, and essentially, everything needed for human life. Spencer-Oatey (2008) explains culture as a set of shared beliefs, values, assumptions, and behavioural conventions of a group of people that influence the ways they think and act.

Although culture is a sophisticated term to define and explain, the field of education has agreed on its dominant role in education, implying how culture can be a determining factor in people's thinking and behaviour. From this perspective, it can be concluded that culture can affect students' learning and, at the same time, teachers' teaching. In multicultural classrooms, culture is diversified, which leads teachers and students to think about not only their cultural values, experiences, and knowledge but also those of others to be capable of responding to their genuine learning needs. When observing the rapid cultural globalization of the world, it has become one of the primary concerns of educators to acquire an intercultural sensitivity to welcome students representing diverse cultures in their education journey (Gedik Bal, 2023).

Culturally Responsive Teaching in Education

Culturally responsive teaching theory is the conceptualization of the beliefs, ideas, theories, philosophies, and structures concerning multiculturalism and social justice; hence, it is grounded on the scholarship represented by Freire (1972), Banks (1991; 2001), Banks and Banks (1997), and Ladson-Billings (1995). Understanding Culturally Responsive Teaching relies upon understanding the concepts of liberatory (Freire, 1972) and multicultural education (Banks, 1991; Banks, 2001; Banks & Banks, 1997), which consequently brings one back to the 1972s and 1990s in which the earliest revolutionary steps were taken that would later shape the theoretical framework of CRT.

Freire's Critical Pedagogy

In his eminent book, *Pedagogy of the Oppressed*, Freire (1972) fiercely criticizes the narrativeness of education, signifying teachers' narrative role as subjects and students' passive listener position as objects, which defines the banking method. Freire objects to a predominating view that teachers avoid communication and expect their students to store deposits by memorization and repetition (Freire, 1972). However, in this banking method, there is a clear contradiction between the teacher and student since it is the teacher who sets himself or herself opposite from the students, making the students alienated from the reality of the world (Freire, 1972). Freire's critical pedagogy has had a strong influence on redefining education, specifically in critical approaches such as anti-racist or feminist pedagogy (Milstein et al., 2017), and education has shifted from the narrative characteristics of the banking method to more communicative and liberating forms of education promoting critical thinking and learner-centred education (Freire, 1972). Tapscott (2009) redefines the responsibility of teachers and students by referring to the old-fashioned

teaching model as broadcasting in which the teacher's role is to transmit knowledge in a linear manner, and with the merge of technology and occurrence of the digitalized world, education should involve interaction to facilitate learning (Tapscott, 2009). Getting back to Freire, it is crucial to note how his critical pedagogy could impact postmodernist approaches to education and inspire new pedagogies, including multiculturalism in education or CRT, by broaching one of his strands from a different perspective. Research on CRT largely depends on the critical consciousness and reflection (Freire, 1972) of teachers in relation to units of power, social justice, and discrimination (Civitillo et al., 2019).

Freire's remarkable contributions to critical pedagogy have shaped the modernist views of education philosophy, and the arguments he raised back in his time have set an example for new pedagogies that broaden students' sense of efficacy towards race and language (Hargous, 2023). The criticality of Freire's remarks on culturally responsive teaching pedagogy is grounded on the lack of student voice in classrooms and the teacher's authority to make decisions, inclining students to accept their passive role (Freire, 1972). Hence, the forced tendency of students to adapt to the imposed culture and behaviours was heavily criticized initially by Freire (1972) in his work and thereafter by many other scholars, such as Banks and Banks (1997) with regard to *multiculturalism in education*, Ladson-Billings (1995) with her work of *culturally relevant pedagogy*, and Gay (2018) with respect to *culturally responsive teaching pedagogy*.

Culturally Relevant Pedagogy

Ladson-Billings (1995) addresses the issue of multiculturalism in education by defining *culturally relevant pedagogy* (CRP) as a pre-service teacher education curriculum proposal. In her work, Ladson-Billings defends the appropriate use of the

term “culturally responsive” to picture the comprehensive relationship between the student’s home culture and school culture without obliging student culture to be attuned to the school culture (1995). CRP’s main concern is to equip teachers with the necessary pedagogical skills to problematize their teaching by gaining a deeper understanding of themselves and their relationships with students, schools, curricula, and society (Ladson-Billings, 1995). Advocating a social reform in education that focuses on building equitable and fair education opportunities for all students regardless of their race, culture, or ethnicity should be taken, Ladson-Billings (1995) explains three domains of *culturally relevant pedagogy theory*: “(1) student achievement, (2) cultural competence, (3) and cultural critique” (pp. 475-476).

Based on a series of empirical and theoretical research, Ladson-Billings (1995) offers a framework to distinguish culturally relevant teaching practices of teachers, including their conception of students’ capacity for success, and their pedagogy and profession; their practices of creating cooperative social interactions to support academic achievement, cultural competence, and critical consciousness; and their conceptions of knowledge that is shared, constructed, viewed critically, and facilitated through scaffolding.

In 2014, Ladson-Billings reflected on her theory of culturally relevant pedagogy by drawing attention to the domains she proposed in her earlier work, stating her critique of how her theory was being used in the relevant literature and her concerns regarding the emphasis put in later studies on aiming student achievement and cultural competence while neglecting the role of raising critical and sociopolitical awareness of students (Ladson-Billings, 2014). Following this concern, Ladson-Billings (2014) offers *culturally sustaining pedagogy* that appreciates the fluid nature of culture by stressing how to enhance students’ sociopolitical

consciousness in which they bring a critical perspective to social events and policies that are relevant to their culture.

Multicultural Education

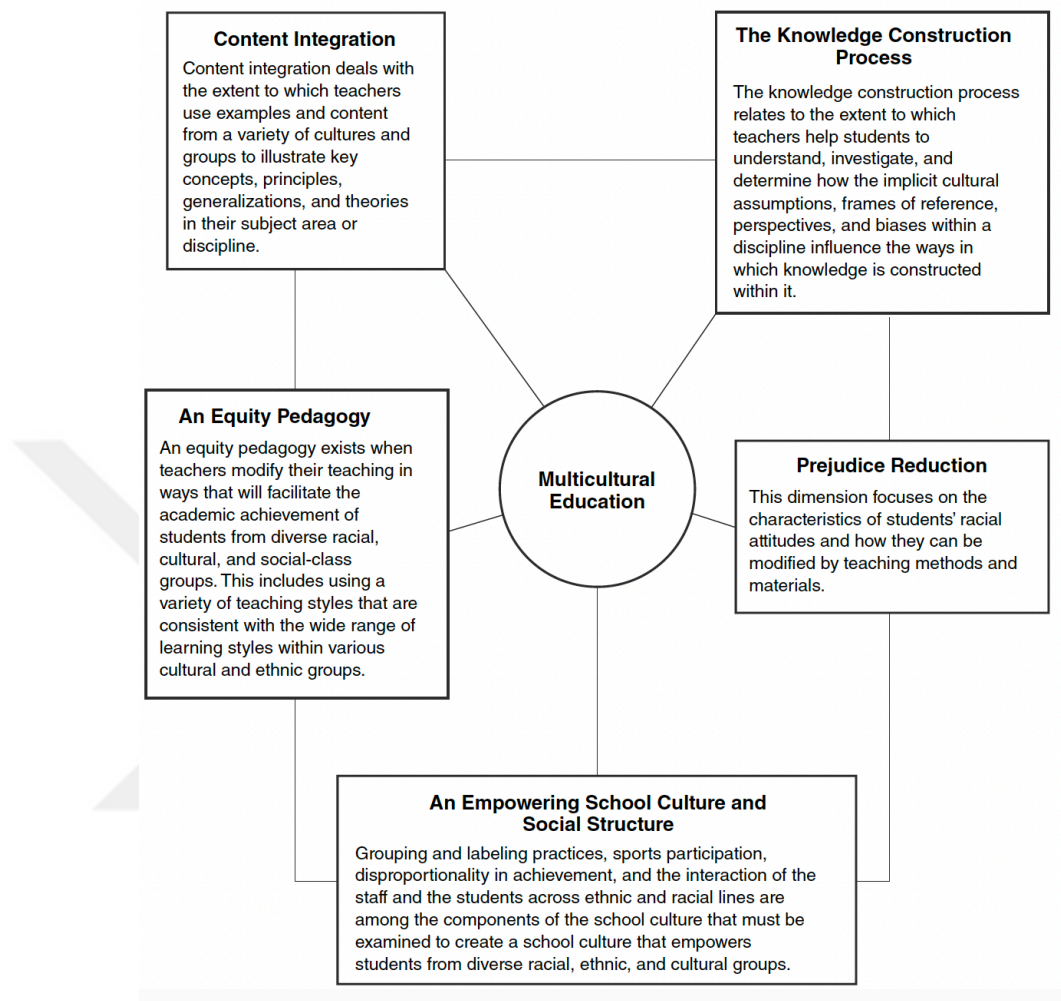
Banks and Banks (1997) developed Freire's liberating education model (Freire, 1972) to conceptualize *multicultural education* by rebelling against the idea of legitimizing institutional inequality in education, which is influenced by scholars and researchers through their construction of academic knowledge, and to introduce the transformation of liberatory curricula that challenge this influence. By doing this, students receive a quality education that prepares them to be effective citizens in a pluralistic and democratic society (1995). The conceptualization of multicultural education involves dimensions of content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and empowering school culture and social structure (Banks & Banks, 1997, as cited in Gay, 2018). Bennett (2001) explains the fundamental role of multicultural education as a principle to create equity in education by creating adequate opportunities for all students "to reach their fullest potentials" (p. 173), therefore, calling for an all-inclusive education system in which students from all cultural backgrounds are capable of learning at the highest level and perform academic excellence.

The emergence of the multicultural education framework was heavily influenced by the socially and culturally diverse structures in U.S. education as a result of a continuous increase in the number of students coming from minority cultures (Nagourney, 2023). Statistically, the portrayal of U.S. education demographics can confirm the change in American classrooms; the total population of foreign-born individuals receiving pre-kindergarten to postsecondary education comprises 6%, and international students at the tertiary level comprise 5,6% of the

total student body in the U.S. (U.S. Department of Education, 2023). The role of multiculturalism in education has been increasingly sought in culturally diverse classrooms. Today, student demographics from Türkiye have shown a similar picture.

Banks and Banks's (1997) theory of multicultural education is centred on educational equity for all students regardless of their gender, ethnicity, culture, race, language, social class, religion, and any cultural groups they come from. Banks (1991) explains that the primary goal of multicultural education is the call for transformation in school settings to recognize the cultural patterns students represent in class and offer equal chances for all students. Within this framework, Banks (2001) proposes five dimensions of facilitating multiculturalism in education: content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture. Figure 1 portrays the dimensions in their related context.

Banks (2001) stresses the significance of implementing the five dimensions of multicultural education in school environments at all levels simultaneously to benefit the results of the theory in students as they improve their attitudes and beliefs to be aware of the impact of culture in their learning. In the following years, Banks' (2001) framework has been widely accepted and used in multicultural classrooms across the USA and on a global scale; however, the complexity of culture's definition has created new aspects to be seen in communities and classrooms (e.g., sexuality, generation, religion, etc.), which can suggest an expansion of the content of multicultural education, whereas the five-dimensions structure is still relevant in the modern-day understanding of multiculturalism in education (Cole & Zhou, 2014).

Figure 1*The Dimensions of Multicultural Education*

Note. From *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th ed., p. 5), by J. A. Banks, 2015, Routledge.

(<https://doi.org/10.4324/9781315622255>). © 2016 Taylor & Francis.

Culturally Responsive Teaching

The discourse on multiculturalism in education and culturally relevant teaching has paved the way for the emergence of culturally responsive pedagogy and its conceptualization under multifaceted lenses (Wlodkowski & Ginsberg, 1995; Gay, 2018; Villegas & Lucas, 2002; Siwatu, 2007), assuming teachers' perceptions of responding to students' culture should be one of the essential competencies of pre-

service or in-service teachers (Karataş, 2018). Building upon Ladson-Billing's culturally relevant pedagogy, as well as Banks' (1991; 1993) and Banks and Banks' (1997) multicultural education, Geneva Gay's (2018) conceptualization of culture in education is the cornerstone of culturally responsive teaching theory, suggesting that it is essential to gain students new skills to meet high standards of academic excellence while acknowledging their cultural heritage and the social environment they are in.

Gay defines culturally responsive teaching as a teaching concern that should be implemented in "multiethnic cultural frames of reference" (2018, p. xix). Schools are representatives of societies, yet they cannot solve societal problems; instead, it is the societal norms that affect or change education. Culturally responsive teachers, therefore, should acquire full awareness of the "changes in all other aspects of schooling and society" to successfully respond to culturally diverse students to receive equal and equitable education that leads them to perform academic achievement (Gay, 2018, p. xix).

Gay (2018) further elaborates culturally responsive teaching as a 'dynamic process' (p.2) since culture itself is 'multidimensional and continually changing', as well as being a 'stabilized force in human life' (p. 10). However, high levels of stakeholders, such as policymakers, curriculum experts, and administrators, may and may not respond to such cultural changes positively (Gay, 2018) or even ignore how individuals in their specific ethnic groups express their cultural identities in the classroom. The presumption that culture, race, and ethnicity are irrelevant in education and the utmost aim of focus is to be students' academic achievement is also criticized by the culturally responsive teaching pedagogy as such factors are inseparably interrelated (Gay, 2018) and teachers should have a clear understanding

of the cultural, ethnic, and racial identities of their students to redesign education for cultural diversity.

Gay (2018) presents further evidence for how culturally responsive teaching attributes better learning with real-life examples, such as McCarty, Wallace, Lynch, and Benally's (1991, as cited in Gay, 2018) work with the students of Navajo children and their changing attitudes toward education. After school learning was integrated with the lived experiences and cultural traits of the students, they were observed to use their cultural and linguistic knowledge to respond to academic tasks and, eventually, performed high levels of engagement and fluency in learning (Gay, 2018).

In her other work, Gay (2002) explains how CRT can feature as a strong element for academic success. Gay (2002) stresses that "explicit knowledge about cultural diversity is imperative to meeting the educational needs of ethnically diverse students" (p. 107) and points out the essential role of teachers' efficacy in encouraging academic achievement and skills development. However, explicit knowledge refers to more than teachers' understanding of the cultural diversity of their students; it also stands for the skills to convert it into culturally responsive curriculum designs and instructional strategies that involve policy and governing bodies of educational systems (Gay, 2002). Gay (2002) further states that a culturally responsive teacher understands the needs of their culturally diverse students and determines the weaknesses or strengths of curriculum designs to make the adjustments that respond to their students equally and feasibly.

Gay (2018) shares the need for teachers' increased knowledge of the cultural patterns in their classes and rejects their misconception that responding to the cultures of students from diverse backgrounds potentially causes discrimination. On

the contrary, cultural responsiveness aims to respond to the prior knowledge and experience of culturally diverse students using a series of pedagogical strategies to help them receive equal education and reach their fullest potential in their learning. Gay's (2002) model of culturally responsive teaching involves five distinctive elements for teachers: "(1) developing a cultural diversity knowledge base, (2) designing culturally relevant curricula, (3) demonstrating cultural caring and building a learning community, (4) creating cross-cultural communication, and (5) providing cultural congruity in classroom instruction" (pp. 106-112). To explain, by constructing knowledge for cultural diversity, culturally responsive teachers have explicit knowledge of the cultural diversity in their classroom and how it intersects with students' learning; for example, teachers who are aware of which students have cultural backgrounds that value cooperative or individual problem-solving skills can adjust their attitudes, expectations, or instruction accordingly. Similarly, having such knowledge can lead teachers to design culturally appropriate curricula by contextualizing cultural diversity and including multiple means of knowledge. Culturally responsive teachers also know how to use "cultural scaffolding" (Gay, 2018, p.109) by using students' cultures to enhance their intellectual knowledge and academic performance. By doing this, teachers should go beyond conventional levels of teaching (e.g., cognitive or affective) and implement integrated and holistic approaches to help students build a sense of social activism while developing their skills and knowledge in their subject fields (e.g., maths, science, or languages). Developing cross-cultural communication refers to teachers' competence in comprehending their culturally diverse students' communication strategies and forms of expression to be able to teach them more effectively (Gay, 2002). Lastly, providing cultural congruity in instruction is explained as meeting the learning needs

and styles of culturally diverse students with *multiculturalised* instruction, which refers to using culture as context for instruction. (Gay, 2018; 2002).

Culturally Responsive Teaching and Motivation

Acknowledging culturally responsive pedagogy contributes not only to students but also to teachers, as it fosters teacher-student relationships and guides an inclusive curriculum for students representing diverse cultures to reach high levels of academic success in educational equity (Dreyfus, 2019). Other scholars manifest the critical role of culturally responsive pedagogy in accomplishing better learning for students from all cultural and linguistic backgrounds. Ginsberg (2005) proposes an awareness that CRT is strongly correlated with the learning motivation of culturally diverse students, subsequently leading to student achievement. Culture is a part of an individual's identity, formed by the beliefs, values, language, knowledge, and behaviours observed and experienced by the individual. Hence, it is the virtue of a competent teacher to uncover the ways to encourage motivation for their culturally responsive students and engage students of all cultural backgrounds through differentiated instruction, assessment, curriculum, and guidance. (Ginsberg, 2005).

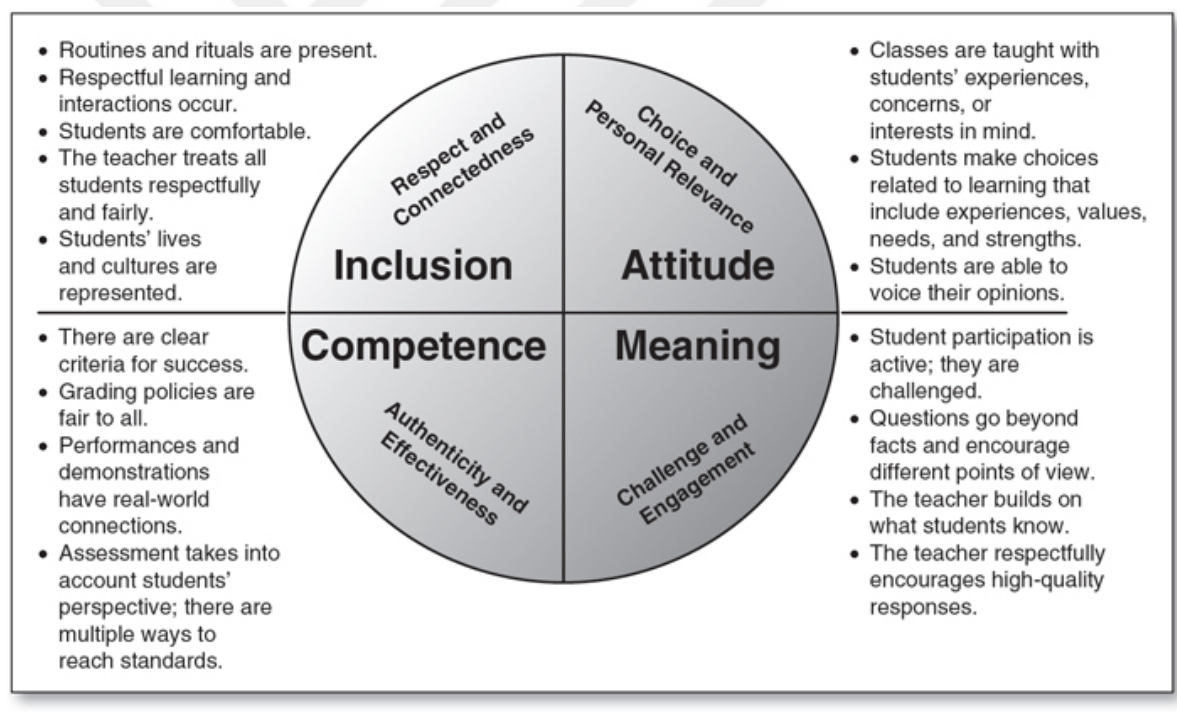
Wlodkowski and Ginsberg (1995) explore culturally responsive teaching and its link to motivation to portray a clear explanation of how it incorporates student learning and achievement. Wlodkowski and Ginsberg (1995) developed the *Motivational Framework of Culturally Responsive Teaching* based on the theories of *intrinsic motivation*, which refers to positive motivational outcomes of learners when they gain awareness of what they are learning and why it is important. In this framework, Wlodkowski and Ginsberg (1995) describe the four conditions applied by teachers and students to enhance intrinsic motivation: “(1) establishing inclusion, (2) developing a positive attitude, (3) enhancing meaning, and (4) engendering

competence” (p. 4). Wlodkowski and Ginsberg (1995) theorize that these conditions are culturally inclusive and sensitive as they inspire “a common culture that all students can accept” (p. 17).

The four conditions for enhancing students’ intrinsic motivation aim to create a teaching and learning environment in which all learners can be motivated to be in a shared culture and more equitable classrooms can be maintained (Wlodkowski & Ginsberg, 1995; Ginsberg & Wlodkowski, 2009, Ginsberg, 2011). The conditions are conceptualized in Figure 2 as follows:

Figure 2

The Motivational Framework for Culturally Responsive Teaching



Note. From *Transformative Professional Learning: A System to Enhance Teacher and Student Motivation* (p. 39), by M. B. Ginsberg, 2011, Corwin.

(<https://doi.org/10.4135/9781483387376>). © 2011 Corwin.

The four conditions of intrinsic learner motivation serve as a comprehensive framework for culturally diverse classrooms in that they aim for (1) shared respect

and connectedness among teachers and students, (2) developing a positive attitude by designing teaching and learning content related to students' experiences and prior knowledge and including students' choices in the content and assessment methods, (3) engendering competence in students to connect what they learn in the classroom with their values and perspectives in real life, and (4) enhancing meaning among students to construct challenging and engaged learning experiences in which they can use their perspectives and values (Wlodkowski & Ginsberg, 1995; Ginsberg & Wlodkowski, 2009, Ginsberg, 2011).

Culturally Responsive Teaching in Teacher Education

There have been several efforts and offerings to improve teacher education curricula to promote teachers to adapt culturally responsive pedagogy in their teaching, one of which has had a vital role in the CRT literature. Villegas and Lucas (2002) share their analysis of cultural responsiveness in teaching and discuss the emerging need for the inclusive representation of the growing diversity of students in language classrooms by not merely offering teachers with voluntarily based teacher development activities or selective courses but also including CRT with its philosophical foundations as a part of teacher education curriculum. The goal of this open call is to perform a curriculum reform in teacher education to encourage culturally responsive pedagogy for teachers, as the significance of the issue is not stressed enough in the discipline of teacher development to encourage teachers to act with consciousness in CRT (Villegas & Lucas, 2002). This call for change in the teacher education curriculum allows teachers to be socioculturally conscious, affirmative toward students from less dominant backgrounds, agents of change to promote development and growth for their students, facilitators of knowledge construction, knowledgeable about their students, and lastly, culturally responsive by

not only acknowledging but also implementing differences constructively in the classroom (Villegas & Lucas, 2002).

Villegas and Lucas (2002) conduct an in-depth analysis of the need for curricular reform in teacher development by including six strands a culturally responsive teacher needs to have as the following: (1) sociocultural consciousness, (2) an affirming attitude toward students from culturally diverse backgrounds, (3) commitment and skills to act as agents of change, (4) constructivists views of learning, (5) learning about students, (6) culturally responsive teaching practices (pp. 21-27). These strands are the results of the empirical and conceptual analysis of the literature, classroom observations, and studies with pre-service teachers. Hence, the annotations by Villegas and Lucas (2002) rely on both theoretical and practical backgrounds of the issue, and each strand explicitly fosters the knowledge of these backgrounds. The need for curricular reform in teacher education is coherently and efficiently portrayed by Villegas and Lucas (2002), and the strands for the new curriculum proposal address several critical aspects for preparing culturally responsive teachers. As mentioned in the first strand *of sociocultural consciousness*, for instance, the need for culturally responsive teachers to explore their own sociocultural identities (Villegas & Lucas, 2002) in order to have an understanding of the sociocultural diversity of their learners is one of the critical points in the CRT concept and comprises of the main strands of the current research, as well. This is because understanding teacher identity is the first step to acknowledging the sociocultural dynamics of the classroom.

Several studies reflect Villegas and Lucas's (2002) call for a curriculum reform in teacher education. In White et al.'s (2025) study, it was found that when introduced to culturally responsive pedagogy, pre-service teachers show higher

motivation and positive beliefs regarding teaching in culturally diverse classrooms, indicating that curricular developments in teacher education could have significant contributions to preparing culturally responsive teachers. On the other hand, findings also revealed that senior pre-service teachers had lower efficacy beliefs of using CRT in their classes compared to junior pre-service teachers, which could have been driven by senior teachers' lack of enthusiasm in managing intercultural conversations due to political pressure (White et al., 2025). Moreover, Frye et al. (2010) studied pre-service teachers' efficacy levels for CRT to be able to build a clear picture of their needs, competencies, and knowledge to become culturally responsive teachers as they took history, art, and literacy courses during their teacher education programs. The results indicate an improvement of teachers' efficacy beliefs regarding CRT within only one semester as they were introduced to the contributions diverse cultures had made in different subjects (Frye et al., 2010), which draws an important conclusion that culture's role in a person's awareness has strong connections with their not only personal and professional competence.

Components of Culturally Responsive Teaching

In the CRT literature, there have been major studies to improve culturally responsive teaching standards among teachers. Siwatu (2005) describes the standards of culturally responsive teaching under four components: "(1) curriculum and instruction, (2) classroom management, (3) student assessment, and (4) cultural enrichment" (pp.12-17). According to Siwatu (2005), culturally responsive teachers provide unbiased instruction by including equal access to learning materials and modifying the instruction to make it useful for all students to reach their academic potential. By doing this, students' cultural identity could serve as a scaffold to use their prior knowledge and experiences as learning opportunities. Siwatu (2005)

explains the role of curriculum development in CRT by involving cultural attributions in teaching and learning and maintaining students' attention toward course content and activities. Culturally responsive teachers, therefore, acknowledge the contribution of culture in learning and motivation and design useful and attractive curricula for students responding to their learning needs and preferences (Siwatu, 2005). Additionally, culturally responsive teachers design meaningful and motivating curricula that are relevant both in and out of school (Siwatu, 2005). According to the main components of CRT, culturally responsive teachers also review and assess existing curricula and materials to evaluate their relevance to their students' specific learning needs and preferences (Siwatu, 2005). Siwatu (2005) adds the role of language in culturally diverse classrooms by stating that English language learners should be supported by their teachers in their language acquisition during instruction to avoid misinterpretation.

Siwatu (2005) describes classroom management in CRT as teachers' knowledge of their students' cultural backgrounds and private lives. According to Siwatu (2005), this knowledge assists culturally responsive teachers in understanding their students' communication habits, social skills, linguistic patterns, and values they respect. This way, a compatible learning atmosphere can be maintained by encouraging student engagement in collaborative activities and motivating a supportive and positive attitude in the classroom (Siwatu, 2005). Siwatu (2005) also addresses the possible cultural mismatch that culturally diverse students can experience as a consequence of miscommunication, academic failure, or low self-esteem, stressing that culturally responsive teachers design interventions to minimize the negative results from it. According to Siwatu (2005), culturally responsive classroom management involves teachers who keep a warm attitude in classrooms to

show and inspire respect for the cultures represented by their students. This includes communicating effectively with students who are improving their English language skills and acknowledging their culturally diverse students' behaviours as a potential reflection of their cultural identity. This component helps teachers discover the cultural patterns of student behaviour and set relevant expectations to maintain positive student attitudes (Siwatu, 2005). Lastly, Siwatu (2005) describes culturally responsive teachers as being cooperative with student parents and families to improve student achievement.

Siwatu (2005) explains that student assessment is one of the main components of a culturally responsive teacher in two terms: providing a variety of summative and formative assessment opportunities for culturally diverse students in reference to acknowledging their individual differences in learning and holding an unbiased interpretation of the standardized test performance of their students by reviewing how they reflect their students' actual skills, progress, and achievement. Lastly, according to Siwatu (2005), culturally responsive teachers contribute to cultural enrichment by encouraging their culturally diverse students to appreciate their cultural identities as they gain more information about their culture and equip them with the skills and knowledge to function effectively in different cultures as they are in touch with their own cultural identity.

The conceptual frameworks proposed by many researchers in the CRT literature syncretize with the conclusion that culturally responsive pedagogy is an essential component of teachers who can pose effective strategies to improve their culturally diverse students' learning and help them develop new skills to apply their learning into practice in academic excellence. However, culturally responsive teachers are not limited to facilitating learning through culturally relevant curriculum

and instruction; they are equipped with the pedagogy that helps students develop critical thinking to understand the role of culture in their beliefs, knowledge, and behaviour as well as to gain an understanding of how culture affects individuals from other cultural, ethnic, or racial identities' ways of thinking and behaving, which eventually leads to a culturally sensitive and compatible classroom environment where students can learn in equity. (Banks, 2001; Gay, 2018; Gay, 2002; Siwatu, 2007). Another crucial conclusion from the framework of CRT is that with the implementation of culturally responsive pedagogy, school communities (e.g., teachers, students, parents, curriculum makers, etc.) can understand the real-world issues related to social justice, prejudices, and discrimination and offer effective solutions for equity in classrooms, and eventually, other communities in societies. (Ladson-Billings, 1995; Gay, 2018). These consequences align with Freire's (1972) critical pedagogy, which inspired the surfacing of multicultural education and culturally responsive teaching due to the shared characteristics regarding the call for transformation of education to become culturally inclusive, equal, learner-centred, and liberal.

Culturally Responsive Teaching and the Brain

Hammond (2015) approaches CRT from a cognitive-scientific point of view in her book, *Culturally Responsive Teaching and the Brain*, drawing attention to how "CRT is an extension of brain-based learning" (p. 5) and how teachers can facilitate learning by raising their students' self-consciousness regarding their cultural identity in order them to use their culturally based cognitive skills and knowledge. According to Hammond (2015), CRT is a set of teacher abilities that facilitate their students' improvement of information processing by using their cultural knowledge as a base to associate with new information, and, eventually, it leads to independent learning.

The implementation of CRT practices in teacher instruction can trigger higher-order thinking, such as meaning-making, reasoning, problem-solving, and creative and critical thinking, through the active use of students' cultural heritage in building meaningful connections with the mainstream culture or target language. While stressing the visible relationship between CRT and neuroscience, Hammond (2015) criticizes the existing studies on CRT, centring largely on behaviour problems and classroom management issues in culturally diverse classrooms, whilst paying less attention to its effect and use in students' cognitive development and learning.

Culturally Responsive Teaching and Teacher Beliefs

Culturally responsive pedagogy is associated with multiple principles and dynamics of the teacher-student relationship. The word responsiveness is often the preferred word by many scholars (Villegas & Lucas, 2002) to better describe the teachers' attitude toward cultural diversity when compared with the words "awareness" or "knowledge". Gay (2018) explains the act of being responsive as the competency in cultural diversity and its inclusion in education; that is, the acknowledgment of how culture is an active component in the behavioural and mental construction of a classroom. An earlier observation by Sullivan (1974, as cited in Gay, 2018) adds to the conditions of being a culturally responsive teacher by being committed, competent, confident, and knowledgeable about cultural pluralism. Such competencies of teachers would highly encourage student achievement, provided the teachers take precise action (Gay, 2018).

However, real-life classrooms with cultural diversity will likely show a different portrayal of such teacher beliefs and student attitudes. Teachers' behavioural and academic expectations from culturally diverse or marginalized students can tend to be lower, leading to a lack of pedagogical or instructional

support from the teachers. This course of events can be referred to as educational inequity, an outcome situation when some students fail to receive equal learning opportunities and resources from teachers, practitioners, or other stakeholders due to their racial, ethnic, or other cultural differences (Bennett, 2001). Hammond (2015) explains that the educational inequity against culturally diverse students leads to dependent learners with a lack of competency in skills in higher-order thinking and creativity. In such classrooms, teachers often neglect the effective role of culture and diversity in students' cognitive development of linking existing knowledge with new knowledge (Hammond, 2015). Bennett (2001) elaborates on James's (1993, as cited in Bennett, 2001) types of knowledge fundamental in multicultural curriculum development, elaborating on the "personal or cultural knowledge" (p. 181) of the student, which can be described as the students' analysis and interpretation of the communities they interacted or are interacting with. Bennett (2001) argues that teachers' lack of understanding of the diversity in personal or cultural knowledge can lead them to lower their academic expectations toward culturally diverse students. However, when informed, such teachers can discard their prejudices and use this personal and cultural knowledge to motivate students to reach success.

Gay (2018) explains there could be various factors manipulating teachers' achievement expectations of students in addition to their ethnicity; gender, native language, social class, or even the physical appearance of a student has the potential to shape teachers' expectations and biases. From a cultural perspective, Gay (2018) explains the role of cultural barriers in education with an example of immigrant students with more hierarchical social structures than the mainstream culture. Such students' behaviours are often shaped as passive and quiet as a result of their respect for their teacher's status, which can eventually lead to a lack of healthy

communication between the student and teacher. Without finding effective solutions to integrate these students into the classroom, the teacher will give up and pay less attention to the students' learning, resulting from the discrepancy between the teacher's and students' instructional interactions. According to Samuels (2018), teachers play a critical role in building cultural connections between themselves and their students, and this is possible through providing equity and interrogating the sources of their biases so that they can obtain cultural competence and have high academic expectations from their culturally diverse students. According to Samuels (2018), including more constructivist and collaborative activities helps students' soft skills and academic performance as they develop their sociocultural consciousness and awareness of diversity. At this point, the essential strands of a culturally responsive teacher education curriculum by Villegas and Lucas (2008) and Siwatu's components of a culturally responsive teacher align with the skills also required by the students.

An empirical study on teachers' outcome expectations toward ethnically diverse students investigates the relationship between implicit teacher attitudes in classrooms with ethnic diversity and student achievement (Costa et al., 2023). As teachers often lack the necessary skills and experience to perform in more and more culturally diverse classrooms, they tend to experience feelings of burnout and develop negative prejudice regarding ethnically diverse students' academic performance (Costa et al., 2023). Idrus et al. (2023) found increasing positive attitudes, interest, and academic outcomes from culturally diverse students when the teachers used more interactive activities, including knowledge from students' cultures. Lavigne et al. (2022) show that the use of culturally responsive activities in class can foster learning about new perspectives and voices in culturally responsive

classrooms, and studying the student learning performance would provide a broader picture for future research. Siwatu (2007) found correlations between the teachers' lack of theoretical knowledge about CRT and having lower outcome expectations when teaching in culturally diverse classrooms. Abacıoğlu et al. (2020) discovered that culturally responsive teachers can find the specific needs of their students and improve their academic and social competence, suggesting that the reinforcement of CRT in teacher education can better prepare teachers to facilitate learning for students from all cultural backgrounds. According to Taneri and Özbek (2023), academicians lack awareness of cultural diversity in their classrooms and, therefore, fail to provide meaningful support and guidance to help their learning performance. A study on the pre-service teachers' perceptions of CRT by Gere et al. (2009) reveals that limited professional training in teacher education programs leads to permanent prejudice and bias from teachers when teaching in culturally diverse classrooms. On the other hand, teachers who gain consciousness about culturally responsive pedagogy could question their prejudices and biases towards culturally diverse students (Gere et al., 2009). From an alternative aspect, studies suggest that teachers' teaching or studying abroad experiences can enhance their understanding of culture when they need to act in a culturally unfamiliar environment, and as a result, their beliefs, attitudes, and expectations from culturally diverse students can be more positive and encouraging (Hur et al., 2024), and hence, teachers can hold an interculturally competent and culturally responsive behaviour that is cleared of cultural biases and presumptions, when they engage in multicultural classrooms. In line with the empirical findings, it is supported by Villegas and Lucas (2002) that teacher education programs and curricula should be reformed to gain socioculturally conscious teachers who can develop an understanding of how individuals' thoughts,

beliefs, and behaviours are influenced by the culture, ethnicity, social class, and language they are exposed to.

Readiness for Culturally Responsive Teaching

Teachers' readiness for culturally responsive pedagogy has been studied among several researchers via empirical studies and theoretical frameworks. Karataş and Oral offered the CRT readiness scale (2017) to "measure teachers' degree of culturally responsive teaching readiness" (p. 248). Bloom (1995, as cited in Karataş & Oral, 2017) describes that readiness includes a person's general and specific skills, motivations, knowledge, and attitudes towards a concept. Teachers' readiness for teaching in multicultural classrooms and implementing culturally responsive practices in their classrooms were, consequently, studied in several studies. Moore et al. (2021) applied the CRT readiness scale for pre-service K-6 teachers in the U.S. to interpret their readiness levels for being involved in culturally diverse classroom environments. The results revealed a positive approach among pre-service teachers regarding their personal and professional readiness, yet also indicated further emphasis on improving professional readiness in their teacher education programs (Moore et al., 2021). Özüdoğru (2018) studied pre-service senior teachers in different departments and their readiness for CRT using the CRT readiness scale (Karataş & Oral, 2017). The results of Özüdoğru's (2018) study revealed significant differences in teachers' readiness levels considering their department factor; pre-service teachers from Elementary Mathematics department felt less ready than participants from departments such as primary and pre-school teaching; on the other hand, an important finding from the study is that although teachers generally perceive themselves ready in terms of CRT, they tend to lose motivation when they need to communicate with English language learners in their classrooms (Özüdoğru, 2018).

The study also revealed higher personal readiness for CRT than professional readiness.

Previous Research

This section provides an overview of culturally responsive teaching studies in English language classrooms and the existing literature in the Turkish context. The literature review shows limited evidence related to the culturally responsive pedagogy in English language teaching and learning; furthermore, empirical studies on CRT in Turkish higher education are revealed to be critically limited and the existing research shows Turkish teachers' lack of knowledge, readiness, competence, and motivation in teaching to culturally diverse students (Karataş & Oral, 2015; Karataş & Oral, 2017; Karataş, 2018; Paksoy, 2017; Zorba, 2020; Sarıdaş & Nayir, 2020; Gümüş, 2021; Taneri and Özbek, 2023; Er and Aksoy, 2023).

Culturally responsive pedagogy was originated in the U.S. as a result of the growing numbers of multicultural classrooms from the 1970s to today (Karataş, 2018), and as a result of the series of studies and discussions by various scholars (Banks & Banks, 1997; Gay, 2018; Gay, 2002; Gay & Kirkland, 2003; Ladson-Billings, 1994; Wlodkowski & Ginsberg, 1995; Villegas & Lucas, 2002, Siwatu, 2007), significant research actions have been made to offer teachers training for multicultural education and interpret how teachers develop a pedagogical awareness of cultural diversity using their personal experiences and professional preparation (McNeal, 2005) and how their specific training for CRT contributes to their teaching practices in their culturally diverse classrooms (McKoy et al., 2017). Over time, the conception of valuing cultural differences of students to help their learning in equity has resulted in significant reformist regulations on a global scale. Today, culturally responsive teaching is a necessary component of teacher education and training

programs in Türkiye as a result of the multiculturalist structure in Turkish classrooms (Sarıdaş & Nayir, 2020).

Culturally Responsive Teaching in English Language Education

Social interactions and communication are major products for communities in a society (Kramsch, 1998), which places language in a position where it operates as a tool for preserving cultural heritage. Consequently, members of a community find their unique ways to implement language that best describes their approach to the world. One of the fundamental goals of English language teaching (ELT), and consequently English as a foreign language (EFL), is to prepare speakers from diverse cultural and linguistic communities to communicate meaningfully and effectively in various settings, as well as bring their cultural and linguistic perspectives into display (Matsuda, 2017). This brings English language teaching to a point in which it goes beyond teaching the mechanics of the language, rather than preparing speakers to be able to transmit not only knowledge but also patterns from their culture, ethnicity, and race.

Culture has been a fundamental element in English language education due to the significant changes in where, why, and for whom English is studied. As a natural consequence of English being a global means of communication, it is conceived by the majority of communities as an international language (EIL). English is learned by most communities in the world as it is more than a school subject to enhance intellectuality; it is a means of international communication voiced by diverse cultural groups. The intercultural nature of English has affected both the learners' learning needs and purposes and teachers' pedagogical approaches (Liddicoat, 2020). In 21st-century educational settings, ELT is mainly engaged with cultural diversity rather than a target culture (Chinh, 2013). To elaborate, the effects of EIL in ELT can

be observed in EFL/ESL curricula, coursebooks, materials, and methodologies in today's classrooms via the integration of diverse cultures in lesson content, learning objectives, classroom management, and other teaching- and learning-related matters. The major goal of this necessary change in the ELT pedagogy is to prepare English speakers for the globalized world (Chinh, 2013), where they interact with international and multicultural communities in diverse settings and for various purposes. Furthermore, in the modern day, the English language is affiliated with diverse cultures as a result of the socio-political events in world history, making the language the *Lingua-Franca*, encompassing English speakers who are not only of the inner and outer cycle but also the expanding cycle, as previously described in Kachru's (1985) model. Although there is a radical shift in ELT from a monocultural approach – focusing on a target culture that often belongs to a native-English-speaking origin – to a multicultural approach that recognizes and involves cultural diversity, how effectively English language teachers can perform the approach is under investigation. According to Soler and Jorda (2007), when ELT is in line with multicultural education, learners can be facilitated to become intercultural speakers who gain knowledge of people with different cultural values and backgrounds and are capable of maintaining effective relationships with them. When viewed from this perspective, EFL teachers have the major responsibility to foster their learners to be intercultural speakers.

The six strands of culturally responsive teaching by Villegas and Lucas (2002) portray the need for CRT in language education in that teachers should be not only linguistically competent but also socioculturally conscious about their students' cultural identities. From an alternative perspective, sociocultural consciousness requires healthy communication between the teacher and student, which can be

challenging for foreign language classrooms, especially if the learner or teacher does not share a common language that both are competent in. Learners' language anxiety can be another factor causing ineffective communication. Dryden et al. (2021) define foreign language anxiety as the negative emotional reaction minority individuals may feel in a foreign environment in which English is the language of communication. Culturally diverse students with a lack of competence in the language of instruction, such as in language preparatory classrooms, can feel alienated and uninvolved, which can consequently affect their academic achievement negatively. Another point of view, represented by Siwatu (2007), explains the context between culturally diverse students' native language and the mainstream language as the student's L1 can create a learning environment in which he or she can build connection patterns with the target language and its culture while maintaining his or her cultural identity, which refers to as cultural enrichment. Such discourse by Villegas and Lucas (2002), Dryden et al. (2021), and Siwatu (2007) connotes the conclusion that culturally responsive language teachers acknowledge the cultural identities of students through their native language and use them as means to establish healthy communication; this way, they can build a safe learning environment to relieve the students from foreign language anxiety and motivate them to acknowledge their native language as a tool for cultural enrichment.

When learning a new language, both teachers and students enhance their consciousness of their own language and culture, as well as the cultures among them (Gay, 2018). Related literature on multicultural education and culturally responsive teaching in EFL/ESL stresses the role of foreign language learning in encouraging higher sensitivity for cultural differences and gaining better respect for the values of diverse cultures (Çalışkan, 2019). In a number of studies focusing on culture and

language learning, the common conclusion is made on the fact that EFL teachers, whether pre-service or in-service, often recognize that language and culture complement each other in that language learning fosters open-mindedness for cultural diversity in students (Olaya & Rodriguez, 2013) and promotes multifaceted thinking skills for teachers to avoid ethnocentrism (Demir & Üstün, 2017) and multicultural consciousness plays a vital role in language learning by encouraging language production through cultural interactions in the class (Yıldırım, 2019). Furthermore, previous studies found a meaningful correlation between teachers' subject areas and their sensitivity to intercultural issues and topics, revealing that EFL teachers show more awareness of diverse cultures in teaching and learning (Gedik Bal, 2023), suggesting that English language learning can best cooperate with culturally responsive pedagogy due to its active status of being a global language spoken by individuals from all cultural backgrounds (Gedik Bal & Savaş, 2022).

Theories studying culture and language learning result from attempts to rethink language pedagogy and how culture is a strong aspect of the nature of language acquisition, as it evolves progressively due to the remarkable sociocultural or sociopolitical changes in societies. Hence, questions of who and how to teach a foreign language, particularly for global languages like English, are often asked by practitioners, stakeholders, and researchers to offer authentic and effective methodologies that promote learning achievement. One of the related theories for culture's integration in language education is intercultural language teaching and learning, which is a perspective in foreign language pedagogy that centres intercultural competencies as core values for language learning (Liddicoat, 2020). Similar to the main structure of culturally responsive teaching, intercultural language teaching offers more than adding culture as content or tool; it places culture as a key

element for learners' development of 'meaning making and interpretation' to reach the educational goals of language instruction (Liddicoat, 2020). In the EFL context, the efficient and effective use of culture in English language pedagogies is vital, considering the global scope of English learning purposes. According to Gedik Bal and Savaş (2022), teachers hold a critical position in which they could be the providers of intercultural awareness and facilitators for language learning through sharing their insights and experiences. To illustrate, teachers' intercultural competence not only allows them to build a bridge of trust between themselves and their intercultural students, but it also provides them with the knowledge and competency to detect what is best for their students' language learning, regardless of their native tongue and familiar cultural background.

Gedik Bal's (2020) study on intercultural competence and the use of EFL course books suggests that it is both for the teacher and the teaching/learning materials to build culturally sensitive and inclusive classroom environments to facilitate learning for students from diverse backgrounds. Coursebooks in EFL often use a variety of real-life issues and subjects as content to promote language development, yet from an intercultural perspective, they hold a significant potential to convey cultural knowledge and guide teachers to direct their pedagogy towards being interculturally conscious (Gedik Bal, 2020). From this point of view, coursebooks can be the providers of multicultural awareness for the students when reflecting the culturally sensitive and inclusive topics, and they can also boost teachers' pedagogy by eliciting awareness on how multiculturalism can integrate with their teaching in a progressive way.

Several studies evaluated the critical role of CRT in foreign language teaching and learning. Idrus et al. (2023) highlight the discrepancy between the high

number of EFL/ESL learners from different cultures and a lack of emphasis on training English language teachers to teach in multicultural classrooms. Their research on pre-service Malaysian English teachers' perceptions and implementations of CRT strategies during their practicum has shown the positive effects of CRT on students' learning, motivation, and engagement (Idrus et al., 2023). Liao and Li (2023) stress the importance of intercultural competence in EFL education to allow English speakers to communicate with people from diverse backgrounds. Their study includes CRT strategies for Chinese EFL learners' discussion to incorporate intercultural language teaching and facilitate cultural awareness (Liao & Li, 2023). Liao and Li's (2023) study poses a significant example of CRT pedagogy in that such strategies are not necessarily applicable to multicultural settings, such as Malaysia or the U.S., but also for less diverse societies like China to upskill EFL speakers to be competent in multicultural interactions.

Rhodes (2013) studied the CRT practices of English language teachers working in English for Speakers of Other Languages (ESOL) and English for Academic Purposes (EAP) for adult learners. In this study, Rhodes (2013) found significant awareness of ESOL and EAP teachers in the USA adult learner classrooms, revealing their consciousness of using students' cultural identities as a tool for their learning process. However, Rhodes (2013) also hypothesizes that the increased awareness of English language teachers on CRT can be the result of high diversity in the adult ESL learner classrooms in the U.S. and the absence of a majority cultural group. This conclusion suggests that culturally responsive teaching is an inevitable pedagogy for the teachers of English and they should be prepared to teach in culturally diverse classrooms in various cultural settings and environments

as a result of the diverse learner profile in English language classrooms and the popularity of learning English as a second or foreign language in the global scale.

In a study by Yıldırım (2019), Turkish EFL instructors' perceptions of teaching in a multicultural classroom were investigated, and the results indicate teachers' enthusiasm to be involved in rich classroom environments with cultural diversity; nevertheless, it is also found that instructors faced certain challenges in responding to the sociocultural needs of their students along with their academic and language needs. That is, the instructors encountered classroom management issues due to a culture clash among students, and the instructors' lack of training for multiculturalism in education obstructed their motivation to handle such challenges effectively (Yıldırım, 2019). The study suggests that although cultural diversity is present in EFL classrooms in Türkiye and teachers generally hold a positive attitude toward interacting with students representing a diversity of cultures, they can also hesitate to be involved in such classrooms as they do not feel competent concerning their occupational knowledge and practice.

In Sarker's (2012) study, the mixed-study results show that teachers with second language skills report higher efficacy and awareness in teaching in culturally and linguistically diverse classrooms, and teachers with more experience in culturally diverse environments or with culturally diverse individuals take a more positive approach to CRT (Sarker, 2012). Important implications from this study are that foreign language education can play a critical role in fostering culturally responsive pedagogy as teachers can develop better confidence in their intercultural skills and approach cultural diversity more objectively when they are given opportunities to be engaged in multicultural environments.

Culturally Responsive Teaching in the Turkish Context

Several empirical studies investigating CRT in Turkish classrooms exist, yet they also show a vast literature gap in the educational sciences and applied linguistics. The studies regarding CRT have been contextualized in K-12 and tertiary education with a focus on different academic disciplines. These studies centre on the lack of skills and knowledge from Turkish educators to perform CRT in their multicultural classrooms, and they stress that the reason lies in the limited training they have received from their teacher education programs (Karataş & Oral, 2015; Zorba, 2020; Paksoy, 2017; Sarıdaş & Nayir, 2020).

Gümüş (2021) studied the self-efficacy levels of academicians toward culturally responsive teaching to analyse the underlying factors affecting their perceptions of CRT. Gümüş (2021) expresses that existing studies show lower self-efficacy levels of academicians toward culturally diverse students despite the rapidly changing perceptions of culture and ethnicity; however, there is a clear lack of research-based evidence on CRT in the literature to investigate the issue. The results of this study showed low self-efficacy levels of CRT in the majority of academicians, yet those with teaching abroad experience have shown more traits of CRT (Gümüş, 2021). The study suggests more teaching abroad practices in academic training to improve their awareness of cultural diversity in higher education.

In a qualitative study by Gedik Bal and Savaş (2022), Turkish EFL teachers' intercultural competence was studied to uncover their practices to enhance language learning through the integration of intercultural values, experiences, and knowledge and to promote an intercultural identity for their learners through intercultural awareness. The study involved middle and high school EFL teachers in Türkiye, and remarkable results were found. The study suggested that teachers' motivation to

integrate different cultures into their instruction depends on several factors, including students' interest in cultural contexts, teachers' reliance on English coursebooks, teachers' limited knowledge perspective regarding multicultural topics, or the cultural differences between students and teachers. The important implications from the study show that teachers can feel hesitation to integrate cultural elements in language learning when the culture represents a critical view, such as inequality or oppression (Gay, 2013, as cited in Gedik Bal & Savaş, 2022), which contradicts the core grounds of culturally responsive teaching as according to CRT, culture's role serves a wider purpose than solely promoting academic success; it serves a bridge to reach individual to a critical and sociocultural consciousness (Ladson-Billings, 1995; Villegas & Lucas, 2002; Gay & Kirkland, 2003). A multicultural awareness, therefore, represents the critical dimension of culture, and culturally responsive and interculturally competent teachers should approach culture not as a mere tool to provide content for learning, but as an element to prepare their students for the new multicultural world.

Gedik Bal (2025) stresses the distinctive multicultural structure of education in the Turkish context, centring on intercultural language teaching and highlighting the role of teachers' competencies in recognizing their identities in their classrooms. This way, teachers can gain a consciousness of what they bring in their classroom, which cultural group they represent, and what privileges they hold, so as to build a critical awareness of the cultural diversity their students represent. Gedik Bal's approach holds a critical pedagogical view that has strong connections with culturally responsive teaching in that culturally responsiveness involves individuals' recognition of their own culture and how it contributes to society, as well as learning about other cultures (Siwatu, 2005).

Another study by Paksoy (2017) analyses the experiences of K-12 teachers in multicultural classrooms regarding their applications of culturally responsive pedagogy to integrate the values of their culturally diverse students into learning. The results of the study display an awareness of multicultural education and culturally responsive teaching from the teachers, yet they express and demonstrate a lack of qualifications and competency to respond to the expectations of their culturally diverse students (Paksoy, 2017). The study further suggests an inclusive policy from stakeholders to recognize the pedagogical and linguistic needs of culturally diverse students, noting a willingness from teachers to integrate such policies in their classrooms (Paksoy, 2017).

Kotluk and Kocakaya (2018) studied the perceptions of in-service teachers in different provinces of Türkiye regarding their attitudes for CRT, and the results were in parallel with similar studies in the Turkish context; teachers were generally sensitive about culturally responsive pedagogy in the Turkish context, considering the increasing multicultural classroom environments, yet the study also found that besides approaching CRT positively, teachers have concerns about the culturally responsive education mainly for the lack of emphasis from the Turkish educational system and teachers' hesitation to address cultural diversity in their classes to avoid discussions about any socio-political conflicts that might make the teachers and students feel uncomfortable (Kotluk & Kocakaya, 2018).

Zorba (2020) studied the culturally responsive teaching readiness levels of 415 in-service EFL teachers in Türkiye to portray a detailed analysis of how CRT is perceived in Turkish EFL classrooms. In his study, Zorba (2020) found experience as a crucial determining factor in Turkish EFL teachers' understanding of culturally responsive pedagogy, as most Turkish EFL teachers show a lack of interest and

competence in teaching in culturally diverse classrooms due to the lack of professional education and experience they obtain regarding CRT. Zorba (2020) suggests that teacher education programs should include more culture-oriented courses for undergraduate EFL programs in Türkiye to gain a consciousness of multicultural education in theory and practice. In addition, Zorba (2020) highlights the importance of implementing professional development opportunities for in-service EFL teachers to gain awareness of CRT.

Sarıdaş and Nayir (2020) studied the qualities of culturally responsive teachers in the Turkish context with an aim to portray the specific characteristics of culturally responsive teachers in Turkish classrooms at primary and secondary levels. The results of the research revealed these characteristics in the order of their importance, underlining that the most important feature of a culturally responsive teacher is creating a democratic classroom environment in which students can express themselves critically, freely, and comfortably, and hence, building cultural sensitivity.

Taneri and Özbek (2023) studied what CRT means for faculty members in Turkish tertiary education, including what benefits they earn using CRT strategies and what challenges exist in tertiary education when implementing culturally responsive pedagogy. According to their findings, faculty members have limited awareness of cultural responsiveness as they lack research-based knowledge and practices to integrate culturally diverse students' cultures, language and past experiences into learning (Taneri and Özbek, 2023). The study suggests that Turkish higher education institutions should adopt more inclusive policies by aiming for positive behaviour among students and faculty members and integrating their curricula with culturally responsive pedagogy to target equal learning opportunities

for students from all cultural backgrounds (Taneri and Özbek, 2023). Er and Aksoy (2023) suggest offering teacher education and training programs in Turkish higher education focusing on the EFL teachers' multicultural understanding so that they can apply their intercultural knowledge in their EFL classrooms to promote intercultural communication in the English language.

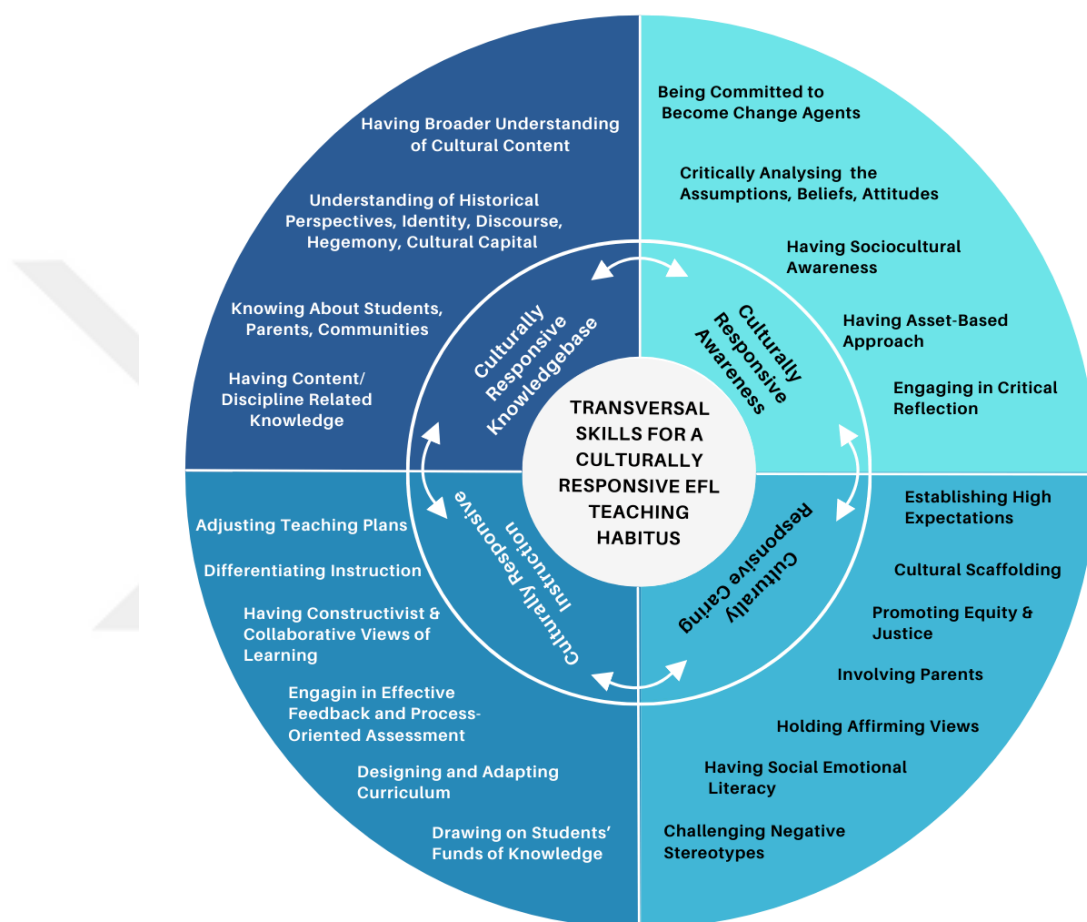
Er and Aksoy (2023) point out the culturally diverse nature of EFL classrooms and underline that EFL teachers should have high levels of intercultural awareness so that they can promote more effective communication skills and language use. According to Er and Aksoy (2023), teachers' intercultural awareness can foster foreign language learners to master their intercultural skills as well as English language proficiency, which play significant roles for English language learners in the 21st century. In their study, Er and Aksoy (2023) found that Turkish EFL teachers at the tertiary level recognize that the positive effects of integrating culture with foreign language learning and incorporating intercultural knowledge with language instruction play a major role in English language teaching.

One of the specific analyses of CRT in the Turkish EFL teaching context is conducted by Kaygısız (2024) in an attempt to reveal the culturally responsive English teaching needs of novice EFL teachers in Ankara, Türkiye. In this study, Kaygısız (2024) proposes three interrelated domains of the EFL teachers' culturally responsiveness in the Turkish context: teachers' knowledge, orientation, and skills for CRT. Following a contextual analysis of these culturally responsive teacher domains, four major teacher learning zones are further suggested within the borders of English language teacher education in Türkiye. Kaygısız (2024) portrays each of the four teacher-learning zones with their specific transversal skills that correspond to teachers' three domains for CRT (orientation, knowledge, and skills). Figure 5

shows the sets of transversal skills under four teacher learning zones identified by Kaygısız (2024).

Figure 3

Transversal Skills for a Culturally Responsive EFL Teaching Habitus



Note. Kaygısız, S. (2024). *Identifying transversal skills for developing a culturally responsive EFL teaching habitus via mixed methods research* (Publication No. 871903) [Doctoral dissertation, Middle East Technical University]. CoHE Thesis Center.

In this study with 229 novice in-service EFL teachers in Türkiye, Kaygısız (2024) found a considerable knowledge gap in the teachers' transversal skills to identify their culturally diverse students' needs and find solutions to meet those

needs. According to the results of the study, to adopt the culturally responsive EFL teaching habitus to the teaching practices of novice or experienced EFL teachers in Türkiye, the necessary transformations in teacher education should be considered to integrate CRT theory into ELT education programs with opportunities for practice in multicultural classroom settings. In light of this purpose, it is of utmost importance for the administrative units of these ELT education programs to understand the role of CRT skills, knowledge, and dispositions to enhance teacher candidates to better equip themselves with the specific needs of their culturally diverse students (Kaygısız, 2024).

Kaygısız (2024) highlights further research implications for CRT in tertiary education as a result of the lack of teaching habitus for CRT from faculty members as preservice teachers can be influenced by the way they are taught in their teacher education programs. Another research implication from the study involves studying both novice and experienced in-service EFL teachers' CRT needs in districts where cultural diversity is intense.

Based on the existing findings and implications of understanding culturally responsive pedagogy in the Turkish context, seemingly, the concept of CRT can look disregarded or unrecognized by the educational communities in Türkiye, therefore, reflecting an overall discouraging image due to the lack of knowledge, skills, or experience from teachers and educational institutions to develop a research-based implementation of culturally responsive education. However, it is crucial to understand that its future can be promising thanks to the growing interest from Türkiye-based researchers to recognize the increasing role of CRT in Turkish classrooms, studying CRT under various domains and settings (e.g., pre-service training & in-service teaching and learning, primary, secondary, & tertiary levels,

etc.). The existing studies on CRT in the Turkish context meet in certain findings, one of the essentials including the lack of professional training from the teachers' education programs and how they are left unprepared when encountering culturally diverse classrooms. However, most Turkish teachers in the studies show keen interest and motivation to gain knowledge and skills from CRT to facilitate the learning of their culturally diverse students at best. As Kaygısız (2024) also concluded, the problem with the lack of CRT awareness lies behind the teachers' training rather than their personal uninterest or discriminatory attitudes.



CHAPTER 3: METHODOLOGY

Research Design

This study explores culturally responsive pedagogy and the readiness of Turkish EFL teachers in the English preparatory programs of universities in Türkiye, drawing on their experiences teaching in multicultural classrooms. This chapter outlines the research design in relation to the following research questions:

1. What are Turkish EFL teachers' culturally responsive teaching readiness levels in a culturally diverse English preparatory classroom at the tertiary level?
 - a. What are the EFL teachers' professional readiness levels of CRT in their EFL classroom at the tertiary level?
 - b. What are the EFL teachers' personal readiness levels of CRT in their EFL classroom at the tertiary level?
2. Do these teachers' personal readiness levels of CRT differ according to their:
 - a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
3. Do these teachers' professional readiness levels of CRT differ according to their:
 - a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?

- c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
4. What are these teachers' perspectives and experiences regarding CRT?

In this study, a sequential mixed methods research design is employed to examine the research questions 1, 2, and 3 with quantitative data and research question 4 later with qualitative data. A mixed-methods study allows the study to examine the personal and professional readiness levels of Turkish EFL teachers from multiple dimensions by elaborating on the EFL teachers' awareness portrayal of the culturally responsive pedagogy and how they turn their existing knowledge of it into practice. From the quantitative stage, questionnaires centre on the perceptions of the teachers toward CRT by deriving factual knowledge within the scope of a positivist approach; on the other hand, the qualitative stage of the research relies on the basis of constructivism by focusing on the knowledge construction provided by the communications with participants on their subjective experiences regarding critical social problems (Savin-Baden & Major, 2013).

CRT readiness scale by Karataş and Oral (2017) was used to collect quantitative data in an attempt to answer the first three research questions regarding the Turkish EFL teachers' professional and personal readiness levels to teach in culturally diverse tertiary classrooms and to identify the specific characteristics of the target population and their relationship to their readiness levels by collecting data from a group of that population (Frankel & Wallen, 2008). Later, the qualitative data collected via the semi-structured interviews were used to interpret these teachers' approaches to culturally responsive pedagogy and their experiences of teaching in culturally diverse classrooms. Such interviews provide a rich and comprehensive

picture of their lived experiences (Jick, 1979, as cited in Creswell, 2012) by interpreting their stances from real-life experiences.

Context

The context of this study consists of the foundation universities in the İstanbul province. According to CoHE's academic database, there are more than 321,000 international students enrolled in Turkish universities as of 2024. The statistics also reveal that almost one-third of the international students are studying at the foundation universities in Türkiye, with a total number of 96,679 (Yükseköğretim Bilgi Yönetim Sistemi, 2024). İstanbul province is one of the most populous provinces in Türkiye that hosts the majority of the foundation universities and international students; therefore, the context of the study was limited to the Turkish EFL teachers who had experience with multinational classroom settings. The context of the study is shaped around 44 foundation universities and their preparatory programs to examine the Turkish EFL teachers' readiness levels in teaching the high population of international students in their classrooms.

In Turkish tertiary education, according to T.C. Cumhurbaşkanlığı (2016), students whose degree program includes at least 30% English-medium courses must provide evidence for their English language proficiency, with a minimum of B1+level in the Common European Framework of Reference for Languages (CEFR). Therefore, corresponding to the requirements, students failing to provide evidence of their adequate English language proficiency must take one academic year in English language preparatory programs, also referred to as English preparatory schools, to reach the target language proficiency. In addition, the EFL teachers who work as instructors in the English preparatory programs must obtain a bachelor's, and, for full time employment, a master's degree in ELT or related programs in English. Teachers

often need to provide evidence of their academic skills and English language proficiency to be eligible to work in these preparatory programs, with a minimum English language level of B2 or C1 in CEFR. In the preparatory programs, instead of a nationwide curriculum, each university designs and applies its own curriculum for its students and teachers. Taking these facts into consideration, the study involves Turkish EFL teachers who work in the English preparatory schools at the foundation universities in the İstanbul province.

Sampling and Participants

The target population of this study was the tertiary level English as a foreign language instructors working at intensive English language preparatory programs of the departments of foreign languages at the foundation universities in the İstanbul province, Türkiye. The participants who took part in the study were Turkish EFL teachers who are currently working at the English preparatory programs of the foundation universities in İstanbul, Türkiye. Their experiences of teaching in culturally diverse classrooms are the cornerstones of the research objectives.

The participants for the questionnaire who responded to the context of the study were purposefully selected through contacting the instructors via online platforms or face-to-face encounters; an online participation request was sent to over 300 teachers working at 44 foundation universities in the İstanbul province for data collection. Accordingly, the rationale behind the sampling method is that purposive sampling allows the researcher to judge the participants from various locations on whether they represent the sample group that is addressed in the study and whether they can bring their specific experiences within the scope of the study (Fraenkel & Wallen, 2008). Therefore, the participants were purposefully selected as they were found to be information-rich due to their relevant professional and educational

background and their workplace at the time of the study considering the context and the purpose of the study.

Therefore, the sampling followed a non-random sampling method as the target population was addressed within the context of the research through the researcher's direct contact with the Turkish EFL teachers who represent the sample group, and the participants were determined upon their volunteering. The first phase of sampling was carried out through social media messages and emails to recruit participants for the questionnaire. The second phase, consisting of a series of semi-structured interviews, involved volunteers from the questionnaire stage who had provided their contact information in a designated section at the end of the survey for potential follow-up interviews. In total, the first phase of the questionnaire included 95 participants from different educational and professional backgrounds, and Table 1 below gives the demographic information regarding the questionnaire participants of this research.

Table 1

Demographic Information of the Questionnaire Participants (N=95)

Variable	Category	<i>n</i>	%
Gender	Male	17	17.9
	Female	78	82.1
Bachelor's degree	English Language Teaching	58	61.1
	English Language and Literature	27	28.4
	Translation and Interpreting	6	6.3
	English Linguistics	1	1.1
	Other	1	1.1
	Non-respondents	2	2

Variable	Category	<i>n</i>	%
Master's degree	English Language Teaching	50	58.8
	English Language and Literature	17	20
	Translation and Interpreting	4	4.7
	English Linguistics	2	2.4
	Educational Sciences	8	9.4
	None	6	7.1
Ph.D. degree	English Language Teaching	2	15.4
	English Language and Literature	2	15.4
	Translation and Interpreting	1	7.7
	English Linguistics	1	7.7
	Educational Sciences	1	7.7
	Other	6	46.2
Years of teaching experience	0-1	11	11.6
	2-5	32	33.7
	6-10	29	30.5
	11-15	16	16.8
	16+	7	7.4
Study/Teaching Experience other than Türkiye	Yes	33	34.7
	No	62	65.3
The average international student ratio in the	Only a few students	22	23.4
	10% of the student population	25	26.6
	25% of the student population	28	29.8

Variable	Category	<i>n</i>	%
participants' classes	Almost 50% of the student population	17	18.1
	More than 50% of the student population	2	2.1

Table 1 depicts a valid representation of the study group in terms of gender distribution; as seen from the table, the majority of the participants were female, which explains the general picture of the English Language Teaching profession in the country. Among all participants, 61.1% had an ELT background at the undergraduate level, and 58.8% of them had an ELT background at the master's level. This distribution changes for the participants with a Ph.D. background. Among the Ph.D. holders, 46.2% had other departmental backgrounds, and 15.4% held a doctoral degree in ELT. Considering the aim and framework of this study, Turkish EFL teachers' teacher education experience plays a vital role in interpreting their personal and professional readiness to culturally responsive pedagogy; hence, the departmental background distribution of the participants holds significant value in representing the research tools and analysing the research questions. The variables for the bachelor's and master's graduates showed the most equal distribution, and hence, they were used for an inferential analysis consisting of two factors: ELT and non-ELT graduate teachers.

The distribution of the years of teaching experience is also significant in leading a detailed portrayal of the EFL teachers' personal and professional readiness levels. Of the 95 participants in the questionnaire, the majority of teachers held 2-5 and 6-10 years of teaching experience, holding 64.2% of the total participation. The

lowest group included teachers with 16 years or more experience, holding a percentage of 7.4 in this study. The years of experience were initially distributed to five groups, each group having a certain number of participants, and for the inferential analysis of this variable, the years were grouped into two categories, including 0 to 5 years and 6 to 16+ years of experience.

Another significant variable in the demographics of this study is the teachers' study or teaching experience in any country other than Türkiye. Many scholars and researchers in the existing literature on CRT presented a sustainable connection between teachers' CRT beliefs and experiences with their own experiences of being a part of a cultural minority group as a student or teacher in a different cultural setting (Taneri & Özbek, 2020); other scholars supported that study-abroad experiences help teachers improve their intercultural competency (Er & Ersoy, 2023). Similarly, this variable was used in this study in order to associate the teach-or-study-abroad experiences of the participants of this study with their personal and professional readiness levels. Among 95 participants, 33 teachers had teach-or-study-abroad experiences, equal to 34.7% of the total responses.

The average number of international students in the participants' EFL classes shows cultural diversity in various ratios. In the questionnaire, the highest average international student ratio in the participants' classes was determined to be 25%, which makes up 29.8% of the total participants. However, the responses for this item were found to be almost equal in quantity, with 26.6% of the participants having an average international student ratio of 10% and 23.4% for only a few international students. On the other hand, the lowest score has a significant difference from the other responses, which involves 2.1% for classes with international students being more than 50% of the student population. Overall, this finding supports the study by

offering a diversity of multicultural classrooms; this way, the participant teachers' personal and professional readiness levels can be interpreted through the lens of their in-class experiences and the intensity of the role of culturally responsive pedagogy.

Table 2

Demographic Information for the Interview Participants

Variable	Category	<i>n</i>	%
Gender	Male	4	40
	Female	6	60
Bachelor's degree	English Language Teaching	8	80
	English Language and Literature	1	10
	Translation and Interpreting	1	10
Master's degree	English Language Teaching	8	80
	Educational Sciences	1	10
	None	1	10
Ph.D. degree	English Language Teaching	1	50
	Other	1	50
Years of teaching experience	0-1	2	20
	2-5	4	40
	6-10	1	10
	11-15	2	20
	16+	1	10
Study/Teaching	Yes	5	50
Experience other than Türkiye	No	5	50

Variable	Category	<i>n</i>	%
The average	Only a few students	2	20
international	10% of the student population	2	20
student ratio in the	25% of the student population	6	60
participant's			
classes			
Total		10	100.0

Table 2 represents the demographic background of the interview participants. The participants represent a smaller body of the questionnaire respondents; however, their diverse demographic background reflects the first phase of the study. The gender distribution among the interview participants is almost uniform. The majority of the participants had an ELT background in their bachelor's and master's degrees, and two participants had Ph.D. degrees in ELT and another field of study. The participants' years of ELT depict a diverse representation, although teachers with two to five years of experience were relatively higher than the others. The participants were equally divided in terms of their teaching or study abroad experience. Lastly, as the table reveals, the majority of the participants were EFL teachers in tertiary classrooms with international students forming approximately 25% of the student population.

Overall, the demographic variability represented in this study is a valuable source for the analysis of the research questions in that they add diversity within a limited context of the sample group and provide essential information for practicing the aim of the study, which is to portray the Turkish in-service EFL teachers with different backgrounds and their cognitive and emotional competencies as well as

their professional knowledge regarding teaching in culturally diverse tertiary classrooms (Karataş & Oral, 2017).

Instrumentation

In this sequential mixed-methods study, there were two major data collection tools to obtain quantitative and qualitative forms of data. The first data collection phase included the CRT readiness scale developed by Karataş and Oral (2017), and the second phase included semi-structured interviews with the participants who completed the questionnaire in the first phase and volunteered for the second phase of the study. In the following section, the data collection tools and their validity and reliability examinations are explained.

CRT Readiness Scale

The quantitative phase of this study administered the CRT readiness scale by Karataş and Oral (2017) to identify the readiness levels of Turkish EFL teachers at the tertiary level and categorize their levels within personal and professional dimensions. When developing the CRT readiness scale, Karataş and Oral (2017) targeted pre-service teacher education students who were in their final senior year of education in four state universities in Türkiye in the 2016-2017 academic year. Their rationale for working with the final-year students is explained as they were in their closest years to becoming in-service teachers, and therefore, their pedagogical knowledge for teaching was valid, reliable, and relevant for the scope of their study. In total, 231 pre-service classroom teachers participated in their study.

Karataş and Oral (2017) designed a total of 33 items initially for the draft scale: 17 items for the personal readiness dimension and 16 items for the professional readiness dimension. The attention to the distribution of the items paid for their clarity, objectivity, and relevance rather than their quantity. From this point

of view, Karataş and Oral designed the pool of items in a Likert scale format, which includes options as “1-Totally Disagree, 2-Disagree, 3-Indecisive, 4-Agree and 5-Totally Agree”, with 1.0 being the lowest and 5.0 being the highest score (2017). The items included number scorings to allow the researcher(s) to analyse the data in statistical methods, which is often an effective way to measure the attitude levels of participants (Oppenheim, 2001, as cited in Karataş & Oral, 2017). Karataş and Oral (2017) found that all 33 pool items were valued above 0.80 in the scope validity, which they later concluded that no items needed to be removed, but should be revised in terms of clarity. In order to identify the construct validity of the scale and quantify the items with factor loads, the Exploratory Factor Analysis (EFA) was applied by Karataş and Oral (2017) using varimax rotation and principal component analysis; as a result, factor loads were found to be at least .30. Consequently, they removed 11 pool items that had factor loads of less than .30 were removed from the CRT readiness scale by the developers of the scale. They also found item-total correlations using item analysis, which they calculated as 0.35 for “personal” and “professional” subscales. After the Exploratory Factor Analysis (EFA) report, Karataş and Oral (2017) reduced the number of items for the final version of the scale to 21, with 12 items regarding the culturally responsive teaching “personal readiness” dimension and nine items for the “professional readiness” dimension. Appendix A shows the final 21-item scale developed by Karataş and Oral (2017), which is the main instrument for the current study’s quantitative phase.

Karataş and Oral (2017) applied Confirmatory Factor Analysis (CFA) to test the consistency of the EFA factors with the pool items. In the first level of CFA, all *t*-values were found significant at the .001 level, showing the participant number sufficient for factor analysis. They conducted the second level of CFA to test the

validity of the two-dimensional structure of the scale, and both “personal readiness” and “professional readiness” scores were confirmed to constitute the overall body of the original “Culturally responsive teaching readiness” scale.

This CRT readiness scale by Karataş and Oral (2017) was selected for the current study as it is concerned with the issues related to classrooms in the Turkish context rather than the majority of instruments designed for CRT in the U.S. education context. Hence, the CRT readiness scale was developed and administrated within the context of the Turkish EFL teachers and classrooms in tertiary education, and the items were found relevant, valid, and reliable within the Turkish context to be used in several other studies, including Karataş (2018), Zorba (2020), and Ersoy (2019). The CRT readiness scale by Karataş and Oral (2017) was used in other teaching disciplines in the Turkish context, including Zorba (2020), studying Turkish EFL teachers’ CRT readiness levels, and Ersoy (2020), studying pre-service social sciences teachers’ CRT readiness levels. Zorba’s (2020) study found Cronbach’s alpha coefficient value of .85 for personal readiness, .89 for professional readiness, and .86 for the whole scale. Ersoy (2020) found Cronbach’s alpha coefficient value of .84 for personal readiness, .82 for professional readiness, and .86 for the whole scale. In conclusion, the CRT readiness scale was used in different teaching disciplines, and the reliability scores were found to be sufficient.

The scale was originally administered in the Turkish language, and in the current study, it was applied in English. For the validity and reliability of the translation, the scale was revised and approved by a certified translator who is a graduate of the translation and interpreting program.

Reliability

Formerly, to measure reliability, Karataş & Oral (2017) calculated

Cronbach's Alpha internal consistency coefficient for the 21 items of the original scale. As a result, they found the reliability of the scale to be .92 for the "personal readiness" subscale and .87 for the "professional readiness" subscale. They also found the overall reliability score of the scale to be .90. As a result, the reliability coefficients for the scale were found to be sufficient, and no other reliability tests needed to be performed by the developers of the tool. (Karataş & Oral, 2017).

In this study, to measure the internal reliability and consistency of the questionnaire, Cronbach's alpha was applied to the questionnaire in general and its two major constructs, namely personal and professional readiness. Table 3 describes the Cronbach's alpha results for the whole questionnaire.

Table 3

Cronbach's Alpha for CRT Readiness Scale

Number of Items	Cronbach's Alpha
21	.876

Table 4 displays the Cronbach's alpha results for the two constructs of the questionnaire.

Table 4

Cronbach's Alpha for Personal and Professional Readiness for CRT

Construct	Cronbach's Alpha
Personal Readiness	.783
Professional Readiness	.902

According to Cronbach (1951), items valued between .55 and .8 are interpreted as "satisfactory" in reliability and consistency, and items valued higher

than .8 are considered fairly high. As Table 4 shows, the Cronbach's Alpha coefficient was found to be .876 for this study, which is considered "fairly high" in consistency (Cronbach, 1951). Similarly, the two major constructs in the questionnaire were analysed for their Cronbach's alpha coefficients in Table 4. The items for the CRT personal readiness level were valued at .783, which is within a satisfactory scale. The items for the CRT professional readiness level were valued at .902, which is accepted as "fairly high".

Semi-structured Interviews

The sections below describe the steps taken to provide credibility and trustworthiness.

Credibility

The qualitative stage of this study included semi-structured interviews, and the questions reflected the research question and the overall purpose of this study as they rely on an in-depth investigation of the Turkish EFL teachers' personal and professional readiness levels. The questions for the interview were focused on the details of the participant's responses to the CRT readiness questionnaire, such as their evaluation of their personal and professional sources for motivation to teach in culturally diverse classrooms and their real-life experiences. In addition to the aspects covered in the questionnaire, the interview included the teachers' authentic experiences in these classrooms in affiliation with the research question: "*What are the EFL teachers' perspectives and experiences regarding CRT?*"

To provide credibility to the interview questions, the question items were designed within the scope of the framework for CRT, as represented in the literature review chapter, and the main focuses of the CRT readiness scale, which are personal and professional readiness dimensions. The question items had been reviewed and

revised in consultation with the research supervisor, and the final form of the interview, which is found in Appendix B, was piloted for face and content validity.

Trustworthiness

In qualitative research, it is a primary goal for researchers to provide consistency and trustworthiness of the data obtained through the authentic experiences, opinions, and beliefs of the participants to provide a clear evaluation of the worth of the qualitative data (Lincoln & Guba, 1985). In this study, to maintain transferability, the interview questions were selected within the scope of the research questions in order for the qualitative data to be transferred to the quantitative phase of the study. For dependability, the data collection and analysis procedures were documented specifically and presented in the appendices, including the ethics form for participants, interview questions, and invitations for calling participants. Participants' approvals and transcriptions were also collected to be held in secure folders by the researcher. To provide confirmability, the data were used as participants' authentic responses and represented clearly as results; hence, the analysis was made on the shared data to ensure an unbiased and objective interpretation.

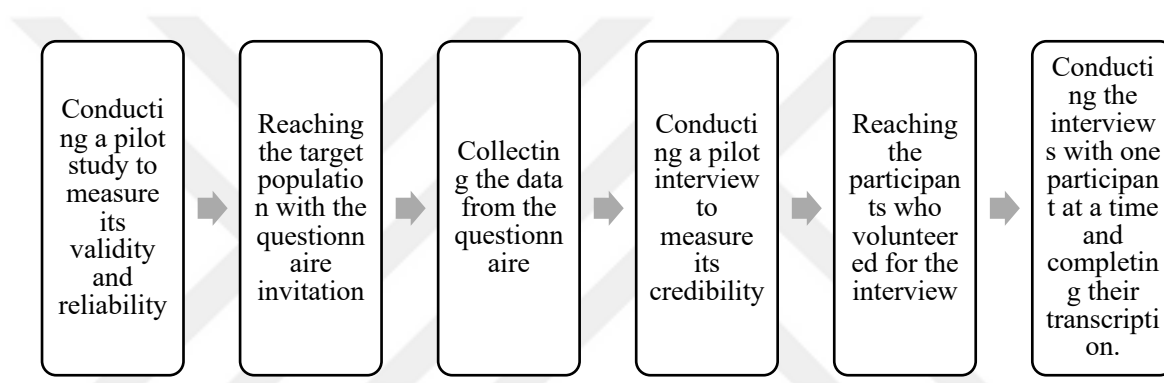
Data Collection Procedures

Quantitative data collection using Karataş and Oral's (2017) "Culturally Responsive Teaching Readiness" scale was used to identify the readiness levels of Turkish EFL teachers under two dimensions: "personal" and "professional" readiness. The follow-up semi-structured interviews were applied to provide qualitative data regarding their personal and professional experiences of teaching in culturally diverse classrooms and the problems they encountered, as well as their recommendations to manage these issues. The proposal and data collection tools for

this study were sent to the Bilkent University Ethics Committee, and approval was received for data collection. To ensure content validity, a pilot study was implemented with a small body of participants representing the target population. The participant samples were selected from the appropriate sample criteria. With this pilot study, content and face validity were measured in consultation with the thesis advisor. A general procedure for data collection can be described as follows:

Figure 4

Data Collection Procedure



As Figure 4 shows, the data collection was initiated with a pilot study after receiving approval from the Ethics Committee at Bilkent University. Following the approval, target population members were reached by the researcher to participate in the questionnaire on the Google Forms platform. Of the 300 Turkish EFL teachers, 95 of them completed the questionnaire, the first phase of the data collection for this study. The process for collecting data from the questionnaire took approximately 45 days, and when the number of participants reached 95, the researcher closed the form for participants and started contacting the teachers volunteering for the interview, the qualitative phase of the study. A total of 30 responses were collected from the interview volunteers, and the researcher used the volunteers' contact of choice to send the interview invitation. A total of ten participants accepted the invitation and

shared their appropriate date and time for the interview. The researcher interviewed ten participants separately, and the data collection for the interviews lasted approximately one month.

Questionnaire

The questionnaire used for this study is a CRT Readiness Scale (Appendix A) developed by Karataş and Oral (2017). The CRT Readiness scale was originally developed to reflect the pre-service classroom teachers' experiences; therefore, the scale was implemented for in-service EFL teachers. Overall, the scale is applicable to both pre-service and in-service teachers with different teaching subjects; however, minor changes were made to make some items clearer for in-service teachers.

The questionnaire started with demographic information about the participants, including their gender, years of teaching or studying experience, the duration of years working or studying at the current institution, teaching qualifications, and completed degrees. Then, it included close-ended Likert scale questions about the participants' CRT readiness levels under the dimensions of "personal readiness" and "professional readiness." There were no open-ended questions in this questionnaire. The number of questionnaire items is represented in Table 5.

Table 5

Number of Questionnaire Items

# of Demographic Items	# of Likert Scale Items
8	21
	12 (Personal Readiness)
	9 (Professional Readiness)

Semi-structured Interviews

The follow-up data collection consists of semi-structured interviews with voluntary sampling selected from the participants who took part in the questionnaire previously in this study. The semi-structured interviews provide rich information on the phenomenon under investigation by encouraging the participants to reflect on their stories (Creswell, 2008). Johnson and Christensen (2014) state that when participants volunteer for research or are able to take part in a study, they often provide deeper insights into the phenomenon under investigation.

The interviews were held individually between the researcher and one participant at a time. The participants who took part in the questionnaire and volunteered for the interviews were sent another invitation to join a one-on-one interview about their further experiences of teaching in culturally diverse classrooms. A total of 30 responses from those who would volunteer for the interviews were collected in the questionnaire, and when selecting the interview participants, their demographic background was considered to include diversity in variables such as the institution, years of teaching experience, or bachelor's degree. The interviews were held via audio or video call, depending on the physical availability of the participant. The questions were semi-structured to allow the researcher and participant to expand the initial question in line with the objectives of the study and ethical considerations.

Before the interviews, the interview questions were designed, and the reflections from the experts in English language teaching were received for validity. Depending on the experts' reflections, some interview questions were excluded or revised in terms of clarity and relevance. For instance, in item 3 (see Appendix D), to meet the purpose of the study and research question, teachers' strategies for effective teaching in culturally diverse classrooms were categorized under four headings,

based on Siwatu's (2005) Components of Culturally Responsive Teaching, which was advised by the expert researcher for validity.

A set of six open-ended questions (see Appendix D) was asked to all participants taking part in the interview, and each session took approximately 20 minutes per participant. The total duration of interviews took 187 minutes, and their transcriptions included 27,711 words. The data was obtained from the interviews, which were audio-recorded and transcribed by the researcher, and all participants agreed to conduct a video call and their interview being recorded. For the video calls, Microsoft Teams and Zoom platforms were used. The transcriptions were collected as Microsoft Word documents. The participants were sent a consent form informing the data collection method for the study, their task during the interview, and how their data would be used within ethical considerations. Alternatively, before starting the interview, all participants were asked to confirm their acknowledgment of the consent form and informed that they could leave at any point and did not have the obligation to answer all questions. Lastly, all interviews were held in English and no limitation was faced due to the high English competency of the participants.

Data Analysis Procedures

The data obtained from this study were analysed in two phases; the data from the questionnaire items were used to analyse research questions 1, 2, and 3, and interview data were used to answer research question 4. The quantitative data from the questionnaire were analysed using the Statistical Package for Social Sciences (SPSS) for descriptive and inferential analyses. The qualitative data from the interviews was analysed using transcriptions, note-taking, and any written forms of texts used during the interview.

Quantitative Data Analysis

For the descriptive analysis of the CRT Readiness questionnaire, the 21 items were analysed using their arithmetic mean scores and standard deviation in order to interpret them statistically. The CRT Readiness scale was implemented in a Likert form, and the items were interpreted based on their mean scores of 1.0-1.80 for “totally disagree,” 1.81-2.60 for “disagree,” 2.61-3.40 for “indecisive,” 3.41-4.20 for “agree,” and 4.21-5.0 for “totally agree” options.

For the inferential analysis of the items in the questionnaire, first, normality tests were applied to check if the data represent a normal distribution. The normality tests for this study were applied to five different groups of variables, including the participants’ bachelor’s degree discipline of study, master’s degree discipline of study, years of teaching experience, study or teaching abroad experience, and approximate percentage of international students in their classes. The variables were selected to answer the research questions 2 and 3, which are shown below:

1. *Do these teachers’ personal readiness levels of CRT differ according to their:*
 - a. *Bachelor’s degree discipline of study?*
 - b. *Master’s degree discipline of study?*
 - c. *Years of teaching experience?*
 - d. *Studying/teaching abroad experience?*
 - e. *EFL classes with different international student ratios?*
2. *Do these teachers’ professional readiness levels of CRT differ according to their:*
 - a. *Bachelor’s degree discipline of study?*
 - b. *Master’s degree discipline of study?*
 - c. *Years of teaching experience?*

d. *Studying/teaching abroad experience?*

e. *EFL classes with different international student ratios?*

A total of fifteen normality tests were applied to check if the demographic groups met the normality assumption (Field, 2013). Shapiro-Wilk values were checked, and the significance scores were considered to identify if the groups showed any non-normality. According to the results, different statistical tests were used to interpret the data within each group in the research questions 2 and 3.

According to Shapiro-Wilk's normality values, the teachers' responses to the CRT readiness scale in general met the normality assumption for all demographic groups; however, several demographic groups showed higher significance in the normality. The results of the normality tests revealed that the teachers' *bachelor's degree* disciplines showed normality for their professional readiness, yet for their personal readiness, teachers with an ELT background did not meet the normality assumption. Similarly, for the teachers' *master's degree* disciplines, the group with an ELT background for personal readiness, and the group of teachers without a master's degree for professional readiness did not show normality.

For the *years of teaching experience*, the results showed that all groups met the normality assumption, except for the groups of teachers with zero to five years of experience for personal readiness and professional readiness constructs. The results also revealed that for *teaching or studying abroad experience*, the teachers' responses met the assumption of normality for professional readiness; however, for personal readiness, the groups did not show normality.

Lastly, for the teachers' *international student ratio in their classes*, all groups met the normality assumption, except for the groups of teachers with 25% of the

international student population for personal readiness. The normality test results of the CRT readiness levels of the teachers are presented in Table 6 below.

Table 6

Normality Test Results: CRT Readiness Levels of Turkish EFL Teachers

Factor Groups	Shapiro-Wilk		
	Statistics	df	<i>p</i>
<i>Bachelor's degree</i>			
ELT	.978	57	.387
Non-ELT	.985	37	.885
<i>Master's degree</i>			
ELT	.963	48	.133
Non-ELT	.980	36	.744
<i>Years of teaching experience</i>			
0-5	.939	43	.024
6-10	.949	29	.168
11+	.947	22	.270
<i>Studying/Teaching Abroad Experience</i>			
Yes	.954	33	.171
No	.977	61	.308
<i>International Student Ratio in Teachers' Classes</i>			
Only a few	.937	22	.170
10%	.970	25	.636
25%	.960	28	.353
Almost or more than 50%	.976	19	.886

The results of the normality tests for teachers' personal readiness are presented in Table 7 as below.

Table 7

Normality Test Results: Personal Readiness Levels of Turkish EFL Teachers

Factor Groups	Shapiro-Wilk		
	Statistics	df	p
<i>Bachelor's degree</i>			
ELT	.944	57	.011
Non-ELT	.954	37	.126
<i>Master's degree</i>			
ELT	.919	48	.003
Non-ELT	.962	36	.254
<i>Years of teaching experience</i>			
0-5	.935	43	.017
6-10	.963	29	.389
11+	.945	22	.252
<i>Studying/Teaching Abroad Experience</i>			
Yes	.923	33	.022
No	.953	61	.019
<i>International Student Ratio in Teachers' Classes</i>			
Only a few	.942	22	.219
10%	.948	25	.230
25%	.915	28	.026

Factor Groups	Shapiro-Wilk		
	Statistics	df	p
Almost or more than 50%	.940	19	.259

Table 8 below presents the normality test results for teachers' professional readiness.

Table 8

Normality Test Results: Professional Readiness Levels of Turkish EFL Teachers

Factor Groups	Shapiro-Wilk		
	Statistics	df	p
<i>Bachelor's degree</i>			
ELT	.972	57	.219
Non-ELT	.976	37	.599
<i>Master's degree</i>			
ELT	.980	48	.583
Non-ELT	.967	36	.344
<i>Years of teaching experience</i>			
0-5	.941	43	.029
6-10	.963	29	.381
11+	.973	22	.772
<i>Studying/Teaching Abroad Experience</i>			
Yes	.964	33	.327
No	.979	61	.390
<i>International Student Ratio in Teachers' Classes</i>			
Only a few	.957	22	.438
10%	.982	25	.923
25%	.965	28	.443
Almost or more than 50%	.934	19	.208

Following the normality test scores, the tests to be used for each sample group were determined; accordingly, Table 9 below lists the tests for the groups for the analysis of the research questions 2 and 3.

Table 9

Tests for CRT Readiness Level

Sample Groups	Inferential Statistical Tests
Teachers' Bachelors' Degree Discipline	Independent Samples t-test
Teachers' Master's Degree Discipline	Independent Samples t-test
Teachers' Years of Teaching Experience	ANOVA
Teachers' Study/Teaching Abroad Experience	Independent Samples t-test
Teachers' International Student Ratio in their Classes	ANOVA

As Table 9 shows, the results of the normality tests revealed that all groups met the normality assumption in terms of their CRT readiness levels in general; therefore, parametric tests were decided for this construct.

Based on the normality test results, the demographic groups were also analysed considering the teachers' responses for their personal readiness. Table 10 below lists the tests for the groups for the analysis of the research question 2.

Table 10

Tests for Personal Readiness

Sample Groups	Inferential Statistical Tests
Teachers' Bachelors' Degree Discipline	Independent Samples t-test
Teachers' Master's Degree Discipline	Independent Samples t-test

Sample Groups	Inferential Statistical Tests
Teachers' Years of Teaching Experience	ANOVA
Teachers' Study/Teaching Abroad Experience	Mann-Whitney U
Teachers' International Student Ratio in their Classes	ANOVA

As seen from the table, the normality results for personal readiness showed diversity. For the teachers' study or teaching abroad experience, neither of the groups met the normality assumption. Hence, the Mann-Whitney U, a non-parametric test, was determined to be applied. The rationale for using the Mann-Whitney U test is that it allows for the representation of the differences among the ranks of the two independent groups (Field, 2013). For the other groups, either one or both of the groups showed normality, and therefore, Independent Samples t-tests and one-way ANOVA were determined to be used as parametric tests.

For the analysis of the data for research question 3, the tests in Table 11 below were chosen.

Table 11

Tests for Professional Readiness

Sample Groups	Inferential Statistical Tests
Teachers' Bachelors' Degree Discipline	Independent Samples t-test
Teachers' Master's Degree Discipline	Independent Samples t-test
Teachers' Years of Teaching Experience	ANOVA
Teachers' Study/Teaching Abroad Experience	Independent Samples t-test
Teachers' International Student Ratio in their Classes	ANOVA

As Table 11 explains, the groups met the normality assumption for professional readiness; thereby, Independent Samples t-tests and One-way ANOVA were determined to be used as parametric tests.

Overall, the rationale behind selecting the analysis tests is explained as follows: for two independent groups that show normal distribution, the Independent Samples t-test is applied to test whether the means of the groups have a difference (Field, 2013). To reveal statistical differences among more than two independent sample groups, One-Way ANOVA (analysis of variance) was employed as a parametric test as the data were normally distributed; on the other hand, for groups that did not meet the normality assumption were analysed using Mann-Whitney U test to reveal the ranking differences between the two groups (Field, 2013).

When analysing the inferential analysis test scores, Levene's Test, or test of homogeneity variances, was considered to determine the variables with statistically significant differences; accordingly, variables that were found significant in Levene's test ($p \leq .05$) were considered that equal variances were assumed, meaning the null hypothesis is incorrect and the variances have a significant difference (Field, 2013).

Qualitative Data Analysis

The qualitative research has a major role in gaining a deeper understanding of a phenomenon, using more general research questions with a more limited number of participants so as to gain insights from specific individuals on specific matters (Creswell, 2012). Consequently, the data obtained via qualitative methods can potentially indicate variables that were not pre-organized before data analysis, since the participants' unique and authentic experiences can shape the extent of the analysis process. This forms the nature of qualitative research, an interview method

in this study, as inductive due to the researchers' attempts to explore the research problem through participants (Creswell, 2012). This study holds a relatable stance for its qualitative phase, mainly by introducing the interviewees' authentic responses as illustrative codes to interpret and indicate meaning that is a reflection of the participants' individual experiences, life stories, opinions, and beliefs.

The qualitative analysis in this study followed a deductive, construct-aligned approach, in which interview responses were grouped under predefined categories based on the study's theoretical framework (i.e., personal readiness, professional readiness, and culturally responsive strategies). While no deductive and inductive coding or theme generation was applied, participants' responses were reviewed and selected based on their relevance to these categories.

Selected illustrative quotations were presented to reflect the participants' perspectives. Although the study did not employ narrative inquiry or full story-based analysis, the researcher used a narrative presentation style to organize and sequence these quotes meaningfully. This approach aimed to highlight variation, commonality, and relevance within each conceptual theme while preserving participants' voices.

Such use of deductive thematic organization with narrative-style reporting is supported in applied qualitative research (Merriam & Tisdell, 2016; Riessman, 2008), where the researcher builds analytic clarity by structuring findings according to existing theory while grounding interpretation in participant quotations.

The data analysis included processing of the raw data from transcripts to produce intelligible data for interpretation. The transcriptions were initially taken as auto-made scripts during the video interviews, yet in order to avoid any vague and incomprehensible expressions, the researcher edited the scripts for an accurate and cohesive analysis (Miles et al., 2014). The data was then displayed as direct

quotations or narratives from the participants, coded as ‘teachers’, within a theoretical framework reflecting the interview questions and the framework of the study. Teachers’ narratives were presented from a general concept of culture and education, followed by teachers’ own strategies to enhance CRT in their classrooms in key aspects of pedagogy, and it ended with teachers’ problem-solving skills and practices.

Ethical Considerations

The questionnaires and semi-structured interviews were evaluated beforehand in terms of validity and reliability concerns with the use of pilot studies. However, before any contact with the participants, the approval of the Bilkent University Ethics Committee was sought and received (see Appendix E), and the participants were informed about the ethical approval from the committee to conduct the study. The participants for the questionnaire were informed about the research objectives, the researcher's academic profile, the institution to which the research belongs, and the information that would be shared in the study regarding the responses in the questionnaire and interviews. The participants were offered an online consent form (Appendix B) to approve the terms and conditions of the study to be able to continue with the questionnaire. The online form consisted of the terms of conditions and three sections of the questionnaire; for each section, the participants were provided with the instructions for the section and their approval to continue with the questionnaire. The questions in the questionnaire were validity-checked during pilot testing to make sure there was no ambiguity or bias in any question. Any discrepancy or technical issue was noted so that the necessary adjustments could be made.

The participants took part using an open form, meaning the questionnaire was available to any participant who received the researcher’s invitation and hence

matched the population of this study. An informed consent form (Appendix C) was delivered to the interview participants. All the participants were acknowledged by the researcher with their contact information and, preferably, their names; however, they were not obliged to share their names with the researcher. Before the interviews, all participants submitted their confirmation of the consent form via their contact information of preference.

The interviews operated on voluntary participation; the invitation for the interview was accessible to the participants in the questionnaire, and those who were willing to take part in the interview stage shared their phone numbers or e-mail addresses with the researcher. A total of six questions for the interview were not compulsory for the interviewee, and their permission for the audio-recording session of the interview was mandatory to start the interviews. Besides the content form, to receive confirmation, the researcher asked the participants, while in the meeting, to confirm their consent to be recorded before starting the interviews. Any discomfort or anxiety from the interviewees regarding the interview questions was noted, and the interviewer did not pursue such questions.

Participant quotations were selected to reflect a range of views related to the predefined categories of the study. Care was taken to avoid presenting individuals in a negative or biased light, and quotations were contextualized to preserve meaning while respecting anonymity.

All reported quotations were anonymized using participant codes (e.g., T1, T2) to ensure confidentiality during analysis and in the presentation of findings.

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to explore the culturally responsive readiness levels of in-service Turkish EFL teachers at the tertiary level, exploring their personal and professional readiness levels (Karataş & Oral, 2017), as well as investigate their conception of ‘culturally responsive pedagogy’ in English language teaching and their solutions to the problems they encounter in multicultural classes. In the first phase of this study, a total of 95 participants shared their answers associated with the following research questions:

1. What are Turkish EFL teachers’ culturally responsive teaching readiness levels in a culturally diverse English preparatory classroom at the tertiary level?
 - a. What are the EFL teachers’ personal readiness levels of CRT in their EFL classroom at the tertiary level?
 - b. What are the EFL teachers’ professional readiness levels of CRT in their EFL classroom at the tertiary level?
2. Do these teachers’ personal readiness levels of CRT differ according to their:
 - a. Bachelor’s degree discipline of study?
 - b. Master’s degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?

3. Do these teachers' professional readiness levels of CRT differ according to their:

- a. Bachelor's degree discipline of study?
- b. Master's degree discipline of study?
- c. Years of teaching experience?
- d. Studying/teaching abroad experience?
- e. EFL classes with different international student ratios?

Among the 95 participants who took part in the first phase of the study 10 participants also volunteered to participate in the second phase of the study and discussed their knowledge and experiences regarding the following research questions:

4. What are these teachers' perspectives and experiences regarding CRT?

In this chapter, the findings obtained from the research tools, including the CRT readiness questionnaire and semi-structured interviews, are presented in detail using descriptive and inferential analyses of the quantitative data and qualitative analysis for the qualitative data. Firstly, the quantitative data analysis results are reported in relation to each research question, secondly, the results of the questionnaire are compared in terms of the two main constructs of the study, personal and professional readiness. Finally, the qualitative data analysis results are presented in parallel with the results from the questionnaire and the related research question for the second phase of the study.

Turkish EFL Teachers' Culturally Responsive Teaching Readiness Levels in Culturally Diverse Classrooms

Descriptive Statistics for Teachers' Culturally Responsive Readiness Levels

Using the CRT readiness questionnaire developed by Karataş and Oral

(2017), a total of 95 participants responded to 21 Likert scale items regarding their “personal readiness” and “professional readiness” levels for culturally responsive teaching. The overall mean scores and standard deviation displays of the two main constructs of the CRT readiness levels of the Turkish EFL teachers are shown below in Table 12.

Table 12

Culturally Responsive Teaching Readiness

Constructs	<i>M</i>	<i>SD</i>
Personal Readiness	4.36	0.46
Professional Readiness	3.33	0.91
Culturally Responsive Teaching Readiness	3.92	0.55

The results of the survey indicated varying levels of readiness among EFL teachers across the sub-dimensions of culturally responsive teaching. Overall Culturally Responsive Teaching Readiness, which encompasses both Personal and Professional Readiness, had a moderate mean score of 3.92 ($SD = 0.55$), suggesting a generally positive but not yet fully developed sense of preparedness. Among its components, Personal Readiness was rated the highest ($M = 4.36$, $SD = 0.46$), indicating that teachers felt confident in their personal attitudes and beliefs aligned with culturally responsive practices. In contrast, Professional Readiness received the lowest mean score ($M = 3.33$, $SD = 0.91$), pointing to greater variability and lower levels of institutional or professional support perceived by the participants. These results highlight a gap between teachers’ personal commitment and their professional contexts in supporting culturally responsive pedagogy.

As a result of further analysis, the items presenting the highest and lowest mean scores and consistencies are presented below under the sections of each construct.

Teachers' CRT Personal Readiness Levels

Research question 1a, *the EFL teachers' personal readiness levels of CRT in their EFL classroom at the tertiary level*, aimed to describe to what extent the participants think personally ready to teach in culturally diverse classrooms. Table 13 below describes the mean scores and standard deviations of the participants' responses to the items regarding CRT *personal readiness* (Karataş & Oral, 2017). *Personal readiness* is described as teachers' cognitive and emotional skills to teach in multicultural classes.

Table 13

Personal Readiness Levels (N = 95)

Item	<i>M</i>	<i>SD</i>
1. I am ready to teach in a in a classroom where cultural diversity is experienced.	4.51	0.73
2. I am curious about the cultural values that my students have.	4.64	0.62
3. I think I need to consider my students' cultural values while I guide their learning.	4.66	0.59
4. I enjoy interacting with people from different cultures.	4.78	0.53
5. In my classroom, I don't tolerate my students to discriminate against one another due to their cultural differences.	4.98	0.27

Item	<i>M</i>	<i>SD</i>
6. I think it is enjoyable to teach in a culturally diverse classroom.	4.52	0.84
7. Considering cultural diversity, I can teach anywhere in Türkiye.	3.92	1.09
8. Both inside and outside the classroom, I increase interactions with my students who are not native speakers of Turkish by learning words and sentences from their native languages.	3.75	1.18
9. I encourage students to give specific examples related to their own cultures during class time.	4.55	0.78
10. I think that students' academic success will increase if teaching is carried out considering their cultural environment in which they grew up.	4.22	0.95
11. If left to my choice, I would teach in a place where there are culturally different people than me.	3.78	1.07
12. I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye.	4.06	1.04

As seen in Table 13, the mean scores for the CRT personal readiness, ranging from $M=3.75$ to $M=4.98$, are relatively high, showing the teachers' rather positive view regarding their personal readiness to teach in culturally varied contexts. The standard deviation scores ranging from $SD=0.27$ to $SD=1.18$ can be interpreted as the participants being generally in fair agreement, except for several responses above

$SD=1.0$, which are taken as moderate agreement. The mean scores and standard deviations for the items can be interpreted in several ways.

The item with the highest mean score ($M=4.98$) and lowest standard deviation score ($SD=0.27$) was found to be item 5, which shows that the teachers in the questionnaire largely agreed that they do not show tolerance for their students if they show discriminatory acts toward students with a different cultural background. This can explain that the teachers in multicultural classes often pay specific attention to avoid any bias against a particular cultural group and accept students' sensitivity for their cultural identity in their language learning journey. Another item with the highest consistency ($M=4.78$, $SD=0.53$) among the participants was item 4, which shows that the participant teachers enjoy interacting with culturally diverse people. The high scores reflect that teachers not only prevent any cultural discrimination in their classes but also feel more motivated to teach in classes with cultural diversity. Items 2 and 3 show similar mean and standard deviation scores, with item 2 revealing the fact that the teachers are rather curious about their students' cultural background ($M=4.64$, $SD=0.62$) and item 3 describing their awareness of the need to consider these cultural backgrounds of the students to help their learning ($M=4.66$, $SD=0.59$). The high mean scores for the items reveal that the teachers show optimism and enthusiasm when they interact with culturally diverse students; they feel motivated to discover new cultures through their students, show a positive attitude that the cultural differences in their classes can foster their English language learning, and acknowledge that the role of these cultural differences should be discovered in the ELT pedagogy and adjusted in their teaching style in a way that can guide their learners in the most appropriate way.

However, the teachers showed relatively lower agreement and mean scores for several items, the lowest including item 8, with a mean score of $M=3.75$ ($SD=1.18$). This shows that not all the teachers who took the questionnaire generally agree that they use their non-Turkish students' native language to raise interactions in and out of the class. Considering that 50% of the participants' classes had at least a 25% international student ratio, it is expected that the teachers would find it challenging to practice the native language of their students, especially in tertiary-level EFL classes, due to the often-demanding job expectations. On the other hand, the lower agreement for item 8 ($SD=1.18$) can be interpreted as not all teachers finding the use of students' L1 as challenging, which can mean that learning about the students' L1 could also depend on the teachers' language learning interests. Alternatively, in general, a mean score of $M=3.75$ also describes that the teachers show moderate willingness to use students' L1 to foster learning.

Another item with a lower mean and relatively larger standard deviation score is item 11 ($M=3.78$, $SD=1.07$). It could mean that the participant teachers fairly showed less enthusiasm but lower agreement on their willingness to teach in a classroom with students who are culturally different than themselves.

Moreover, several items revealed that the teachers showed their agreement with the statements for item 7 ($M=3.92$, $SD=1.09$) and item 12 ($M=3.78$, $SD=1.07$); however, since the standard deviations scored above 1.0, it is evident that they are not in strong agreement with the responses of other participants. This implies that teachers are generally positive about their skills to teach in any location in Türkiye with regards to cultural diversity, and they moderately agree that the current education system in Türkiye should be adjusted to the cultural diversity of the country.

Teachers' CRT Professional Readiness Levels

The research question 1b, *the EFL teachers' professional readiness levels of CRT in their EFL classroom at the tertiary level*, aimed to describe the participants' readiness levels considering their professional backgrounds. Table 14 below describes the mean scores and standard deviations of the participants' responses to the items regarding CRT professional readiness (Karataş & Oral, 2017). *Professional readiness* is described as teachers' professional knowledge of teaching in multicultural classes, which they obtained during teacher education and teacher training programs.

Table 14

Professional Readiness Levels (N=95)

Item	<i>M</i>	<i>SD</i>
13. Throughout my undergraduate/graduate education, our lecturers/professors raised awareness of cultural diversity in Türkiye.	3.17	1.22
14. I think that the compulsory courses I took throughout my undergraduate/graduate education have contributed to my sensitivity to cultural values.	3.39	1.36
15. I consider my undergraduate/graduate education adequate for raising awareness of cultural diversity in Turkey.	3.18	1.25
16. Throughout my undergraduate/graduate education, I raised awareness of cultural diversity experienced in Türkiye's borders.	3.33	1.18
17. Throughout my undergraduate/graduate education, I gained knowledge about different cultures in Türkiye.	3.40	1.27
18. I'm aware that students' cultural lives should be used as a tool to fulfill their learning objectives.	4.13	0.91

Item	<i>M</i>	<i>SD</i>
19. I consider the textbooks/course materials studied in undergraduate/graduate education courses adequate for involving knowledge about cultural diversity in Türkiye.	2.65	1.10
20. I think that the electives I took throughout my undergraduate/graduate education have contributed to me in terms of sensitivity to cultural values.	3.33	1.25
21. I raised awareness of cultural diversity thanks to my lecturers/professors who included their personal lives and experiences in our courses during my undergraduate/graduate education	3.42	1.22

As seen in Table 14, the relatively lower mean scores and higher standard deviations reveal that the participant teachers' find themselves less ready professionally to teach in culturally diverse environments, as compared to their personal readiness levels. Among nine items, item 18 had the highest mean score ($M=4.13$, $SD=.91$), which explains that the participants share a higher awareness of using culturally diverse students' cultural backgrounds as learning tools to facilitate learning. Taking into account items 9, 10, and 12 in the teachers' personal readiness, item 18 also supports the opinion of teachers accepting the role of culture in students' learning of a new language, both as a tool, method, and purpose.

On the other hand, the other eight items had mean scores below $M=4.0$ and standard deviations above $SD=1.10$, and this can be interpreted within a certain perspective: many of the teachers in the study represent higher CRT readiness levels when they considered their personal approach to teaching in culturally diverse classes; nevertheless, when their undergraduate/graduate education is associated with their current teaching experiences in terms of culturally responsiveness, they showed

lower readiness levels. To be more specific, the item with the lowest mean score ($M=2.65$, $SD=1.10$) describes the teachers' agreement on the insufficient involvement of cultural diversity in the coursebooks they used during their undergraduate or graduate education programs in Türkiye. From this point of view, it can be inferred that the teachers were not inadequately introduced to multicultural education or culturally responsiveness through their studies in the higher education; however, when the fact that some teachers in this study have a non-ELT background in the undergraduate or graduate level, the relatively lower mean score ($M=2.65$) and consistency in agreement ($SD=1.10$) can be the relevant result. In addition, in item 13 ($M=3.17$, $SD=1.22$) and item 15 ($M=3.18$, $SD=1.25$), the teachers moderately agreed that their undergraduate/graduate education program structures and lecturers had a moderate impact on raising awareness for cultural diversity in Türkiye. However, the relatively higher standard deviation for this item shows that not all the teachers in the study could reach an agreement with the statements, which indicates that teachers' program structures or professors had an impact on raising awareness of cultural diversity. The lowest consistency ($M=3.39$, $SD=1.36$) was found in item 14, which explains participant teachers' diverse opinions on the role of compulsory courses in their undergraduate or graduate education programs for enhancing their cultural sensitivity.

From another perspective, the standard deviations of the teachers' responses showed lower consistency in reference to their responses to the personal readiness items. This can be regarded in that they reached more diverse conclusions about their professional readiness than they did about their personal readiness. In this case, it is critical to include the factors such as teachers' major, type of university and its curriculum, the coursebooks they had used, the courses they took, and lecturers who

offered these courses, since they are large sources of the teachers' professional readiness levels. The standard deviations above 1.0 show that the different opinions could be rooted in the differences in such factors.

The Differences of Turkish EFL Teachers' Culturally Responsive Teaching Readiness Levels

In this study, research questions 2 and 3 were sought to interpret the CRT readiness levels of the participants representing the sample group, Turkish EFL teachers working in English preparatory classes in tertiary education. In light of this purpose, the teachers' personal and professional readiness levels were investigated, considering the *teachers' bachelor's and master's degree disciplines, years of teaching experience, study or teaching abroad experience, and international student ratios in their classes*. This section presents the inferential analysis results of the overall CRT readiness levels of the participants.

Table 15

Independent T-test for CRT Readiness by Bachelor's Degree Discipline

Bachelor's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>
ELT	58	3.9	0.57	-0.358	.721
Non-ELT	37	3.9	0.58		

As depicted in Table 15, the results found no significant difference between teachers' bachelor's degree disciplines and their overall readiness for CRT ($t = -0.358$; $p = .721$). Table 16 below also shows teachers' overall CRT readiness levels according to their master's degree disciplines.

Table 16*Independent T-test for CRT Readiness by Master's Degree Discipline*

Master's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (83)	<i>p</i>
ELT	49	4.0	0.55	0.873	.385
Non-ELT	36	3.9	0.59		

As Table 16 shows, results did not find a significance in the differences of the teachers' master's degree disciplines ($t = 0.873$; $p = .385$), which reveals that teachers' formal education in ELT or other departments did not change their general readiness levels for culturally responsive teaching.

Table 17 below shows the results of teachers' years of teaching experience and their overall readiness for CRT.

Table 17

One-Way ANOVA Test for CRT Readiness by Teachers' Years of Teaching Experience

Years of Teaching Experience	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,92)	<i>p</i>	η^2
0-5	43	4.0	0.60	1.453	.239	0.031
6-10	29	4.0	0.53			
11+	23	3.8	0.46			

As Table 17 shows, teachers' overall CRT readiness level did not differ when their years of teaching experience were studied ($F(2, 92) = 1.453$, $p = .239$, $\eta^2 = 0.031$).

However, although there are no statistically meaningful differences, descriptive differences were found in the mean scores of teachers with a teaching experience of more than a decade ($M=3.8$, $SD=0.46$), which reveals that teachers who had the most experience felt slightly less ready for CRT.

Table 18 below shows the results of teachers' studying or teaching abroad experiences and their overall readiness for CRT.

Table 18

Independent T-test for CRT Readiness by Studying or Teaching Abroad Experience

Studying or Teaching Abroad Experience	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>
Yes	33	3.9	0.57	-0.670	.504
No	62	3.9	0.54		

According to Table 18, the findings portray a non-significant difference between the groups; that is, teachers' overall CRT readiness levels did not differ considering their studying or teaching experiences in countries other than Türkiye ($t = -0.670$; $p = .504$).

Table 19 below shows the results of the analysis of teachers' overall CRT readiness skills and the international student ratios in their classes.

Table 19

One-Way ANOVA Test for CRT Readiness by Teachers' International Student Ratios in Their Classes

Teachers' International Student Ratios in their Classes	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3,90)	<i>p</i>	η^2
Only a few	22	3.9	0.64	0.240	.685	0.016
10% of the student population	25	3.9	0.41			
25% of the student population	28	3.9	0.68			
Almost or more than 50% of the student population	19	4.1	0.37			

Table 19 reveals that teachers' readiness for culturally responsive teaching did not differ depending on the number of international students in their classrooms ($F(3,$

90) = 0.240, $p = .685$, $\eta^2 = 0.016$), however, the descriptive results also show that teachers with more than 50% of the international student ratios had higher scores in their general readiness for CRT ($M=4.1$, $SD=.37$), compared to the teachers in less international student ratios.

The Differences of Turkish EFL Teachers' Personal Readiness Levels of CRT

In this study, the Turkish EFL teachers' personal readiness levels were studied in research question 2 to interpret how they differ according to their:

- a. Bachelor's degree discipline of study,
- b. Master's degree discipline of study,
- c. Years of teaching experience,
- d. Studying/teaching abroad experience,
- e. EFL classes with different international student ratios.

The sections below present the inferential statistical analysis results for the research question using inferential analysis methods.

Teachers' Bachelor's Degree Discipline of Study

The teachers' *Personal Readiness Levels* were analysed to reveal if their responses differed significantly according to their bachelor's degree discipline of study. In line with this purpose, the Independent Samples t-test was applied to the overall personal readiness items of the questionnaire. Table 20 below shows the results of the analyses.

Table 20

Independent T-test for Personal Readiness by Bachelor's Degree Discipline

Bachelor's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>
ELT	58	4.36	0.46	0.003	.998
Non-ELT	37	4.36	0.47		

As Table 20 shows, when the EFL teachers' *Personal Readiness Levels* were compared based on their bachelor's degree discipline of study, the results did not show a significant difference ($t = 0.003$; $p = .998$), which shows that whether the teachers have an ELT or non-ELT background did not affect their personal readiness for culturally responsive teaching.

However, when items were analysed individually, it was found that some items had higher significance scores than the other items. Table 21 below shows the items revealing the significant items for the teachers' *Personal Readiness Level*.

Table 21

Independent T-test for Items in Personal Readiness by Bachelor's Degree Discipline

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>	<i>Cohen's d</i>
12. I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye.						
ELT	58	4.28	0.914	2.57	.012	0.541
Non-ELT	37	3.73	1.146			

As shown in Table 21, when the items in the *Personal Readiness Level* were analysed, most items showed similar results with limited significance scores; however, the t-test revealed that teachers' responses changed significantly for item 12 ($t = 2.57$; $p = .012$), which means that the two groups have statistically significant differences ($t = 2.57$, $p = .012$). Teachers with a bachelor's degree in ELT ($M=4.28$; $SD=0.914$) scored higher agreement that the Turkish education system should be more inclusive of cultural diversity, compared to non-ELT graduates ($M=3.73$;

$SD=1.146$). The effect size, Cohen's $d = 0.541$, indicates a medium effect (Cohen, 1988).

Teachers' Master's Degree Discipline of Study

The teachers' *Personal Readiness Levels* were analysed to reveal if their responses differed significantly according to their master's degree discipline of study. In line with this purpose, the Independent Samples t-test was applied to the overall personal readiness items of the questionnaire. Table 22 below shows the results of the analyses.

Table 22

Independent T-test for Personal Readiness by Master's Degree Discipline

Master's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (83)	<i>p</i>
ELT	49	4.43	0.47	0.671	.267
Non-ELT	36	4.32	0.47		

When the teachers' *Personal Readiness Levels* were analysed, the test results showed similar statistics for the teachers' master's degree disciplines. According to the independent t-test scores, the two groups, ELT and non-ELT graduates, showed no significant difference in their responses for their personal readiness ($t = 0.671$; $p = .267$). This finding reveals that teachers' personal readiness did not show a statistically significant difference when their master's degree disciplines were considered.

The items were also analysed individually, and some items were found to have higher significance scores than the other items. Table 23 below shows the items revealing the significant items for the teachers' *Personal Readiness Level*.

Table 23*Independent T-test for Items in Personal Readiness by Master's Degree Discipline*

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (83)	<i>p</i>	<i>Cohen's d</i>
12. I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye.						
ELT	49	4.35	0.948	2.528	.013	0.555
Non-ELT	36	3.78	1.124			

Compared to the overall items in *Personal Readiness Level*, Table 23 shows that item 12 gathered different responses from the teachers, revealing a moderate difference in the participant groups ($t = 2.528$; $p = .013$). Similar to their bachelor's degree, teachers with a master's degree in ELT ($M=4.35$; $SD=0.948$) scored higher agreement that the Turkish education system should include cultural diversity, compared to non-ELT master's graduates ($M=3.78$; $SD=1.124$). The effect size, Cohen's $d = 0.555$, indicates a medium effect.

Teachers' Years of Teaching Experience

The teachers' *Personal Readiness Levels* were analysed using a One-Way ANOVA test to investigate if their responses differed significantly depending on their years of teaching experience. In line with this purpose, the One-Way ANOVA test was applied to the overall personal readiness items of the questionnaire. Table 24 below shows the results of the analysis.

Table 24

One-Way ANOVA Test for Personal Readiness by Teachers' Years of Teaching Experience

Years of Teaching Experience	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,92)	<i>p</i>	η^2
0-5	43	4.3	0.08	0.247	.782	0.005
6-10	29	4.4	0.07			
11+	23	4.4	0.09			

As shown in Table 24, One-Way ANOVA test was applied to the normally distributed data, and the results showed that the responses had no significant differences among the groups of teachers with different teaching experience durations ($F(2, 92) = 0.247, p = .782, \eta^2 = 0.005$) when their overall *Personal Readiness Level* was concerned.

When the items for *Personal Readiness Level* were also analysed individually, none of the items had significant differences within the groups.

Teachers' Studying or Teaching Abroad Experience

The teachers' *Personal Readiness Levels* were analysed using the Mann-Whitney U test to reveal if their responses differed significantly depending on their studying and teaching abroad experiences. In line with this purpose, the Mann-Whitney U test was applied to the overall personal readiness items of the questionnaire. Table 25 below shows the results of the analysis.

Table 25

Mann-Whitney U for Personal Readiness by Teachers' Studying or Teaching Abroad Experience (N=95)

Studying or Teaching Abroad Experience	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Yes	33	50.92	1680.50	926.5	.449
No	62	46.44	2879.50		

As shown in Table 25, there was no significant difference between teachers with (Mean Rank= 50.92) and without studying or teaching experience (Mean Rank= 46.44) in a different country than Türkiye ($U= 926.5$; $p=.449$) for their responses to *Personal Readiness Level* items.

On the other hand, when items were investigated individually, some items showed higher significance scores in the Mann-Whitney U test, which are represented in Table 26 below.

Table 26

Mann-Whitney U for Items in Personal Readiness by Teachers' Studying or Teaching Abroad Experience

Items	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
12. I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye.					
Yes	33	55.44	1829.50	777.5	.041
No	62	44.04	2730.50		

A Mann-Whitney U test was applied to compare teachers' opinions regarding the Turkish education system, and the results indicated a statistically significant difference between teachers concerning their teaching or studying abroad experience, $U = 777.5$, $z = -2.04$, $p = .041$. The median score for teachers with teaching or studying abroad experience ($M = 5.0$, $n = 33$) was higher than that of teachers without studying or teaching abroad experience ($M = 4.0$, $n = 62$). The effect size is calculated to be $r = .21$, which suggests a small effect.

Teachers' International Student Ratios in their Classes

The teachers' *Personal Readiness Levels* were analysed using a One-Way ANOVA test to investigate if their responses differed significantly depending on the international student ratios in their EFL classes. In line with this purpose, the One-Way ANOVA test was applied to the overall personal readiness items of the questionnaire, which were distributed normally. Table 27 below shows the results of the analysis.

Table 27

One-Way ANOVA Test for Personal Readiness by Teachers' International Student Ratios in their Classes

Teachers' International Student Ratios in their Classes	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3,90)	<i>p</i>	η^2
Only a few	22	4.3	0.45			
10% of the student population	25	4.3	0.38			
25% of the student population	28	4.3	0.57	0.240	.868	0.008
Almost or more than 50% of the student population	19	4.4	0.40			

As Table 27 shows, the One-Way ANOVA test found no significant differences of the teachers' responses for *Personal Readiness Level* items among the groups of their international student ratios in their classes ($F(3, 90) = 0.240$, $p = .868$, $\eta^2 = 0.008$). When items were analysed individually using One-Way ANOVA, the results showed similar findings in that no significant differences were detected for the *Personal Readiness Level*.

The Differences of Turkish EFL Teachers' Professional Readiness Levels of CRT

In this study, the Turkish EFL teachers' professional readiness levels were studied in research question 3 to interpret how they differ according to their:

- a. Bachelor's degree discipline of study,
- b. Master's degree discipline of study,
- c. Years of teaching experience,
- d. Studying/teaching abroad experience,
- e. EFL classes with different international student ratios.

The sections below present the inferential statistical analysis results for the research question using inferential analysis methods.

Teachers' Bachelor's Degree Discipline of Study

The teachers' *Professional Readiness Levels* were analysed to reveal if their responses differed significantly according to their bachelor's degree discipline of study. In line with this purpose, the Independent Samples t-test was applied to the overall professional readiness items of the questionnaire. Table 28 below shows the results of the analyses.

Table 28

Independent T-test for Professional Readiness by Bachelor's Degree Discipline

Bachelor's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>
ELT	58	3.3	0.92	-0.503	.616
Non-ELT	37	3.4	0.89		

As Table 28 shows, the teachers' *Professional Readiness Levels* were analysed to reveal any significant differences depending on their bachelor's degree discipline of study. The results of the Independent t-tests revealed a very small difference among the groups ($t = -0.503$; $p = .616$), which is statistically not significant. This reveals that the teachers' bachelor's degree disciplines, whether ELT-based or non-ELT-based, did not show a meaningful difference for their professional readiness level.

When the items were analysed individually, not all the items showed a similar result. Table 29 below shows the items with significant scores for the teachers' *Professional Readiness Level*.

Table 29

Independent T-test for Items in Professional Readiness by Bachelor's Degree Discipline

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>	<i>Cohen's d</i>
19. I consider the textbooks/course materials studied in undergraduate/graduate education courses adequate for involving knowledge about cultural diversity in Türkiye."						
ELT	58	2.47	1.10	-2.096	.039	-0.441
Non-ELT	37	2.95	1.08			

As Table 29 points, item 19 showed higher significance between the groups of ELT and non-ELT bachelor's degree graduates ($t = -2.096$; $p = .039$), which indicates the teachers' bachelor's degree disciplines had a role in considering the adequacy of their course materials during their higher education for CRT, and ELT-graduates ($M=2.47$; $SD=1.10$) were more critical over their textbooks and course materials than non-ELT graduates ($M=2.95$; $SD=1.08$), considering their involvement with cultural diversity in Türkiye. The effect size, Cohen's $d = -0.441$, suggests a medium effect (Cohen, 1988).

Teachers' Master's Degree Discipline of Study

The teachers' *Professional Readiness Levels* were analysed to reveal if their responses differed significantly according to their master's degree discipline of

study. In line with this purpose, the Independent Samples t-test was applied to the overall professional readiness items of the questionnaire. Table 30 below shows the results of the analyses.

Table 30

Independent T-test for Professional Readiness by Master's Degree Discipline

Master's Degree Discipline of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (83)	<i>p</i>
ELT	49	3.3	0.90	0.494	.623
Non-ELT	36	3.2	0.94		

As Table 30 reveals, the teachers' *Professional Readiness Levels* did not differ significantly for their master's degree disciplines when their overall responses to the items were considered ($t = 0.494$; $p = .623$), which indicates that holding whether ELT or non-ELT based master's degree did not cause a meaningful difference in the teachers' responses.

When the items were analysed individually, it was found that some items had significant differences between the groups of teachers' master's degree disciplines. Table 31 below shows the items revealing the significant items for the teachers' *Professional Readiness Level*.

Table 31

Independent Samples T-test for Items in Professional Readiness by Master's Degree Discipline

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (83)	<i>p</i>	<i>Cohen's d</i>
18. I'm aware that students' cultural lives should be used as a tool to fulfil their learning objectives.						
ELT	49	4.39	1.06	2.564	.012	0.563
Non-ELT	36	3.89	1.21			

As Table 31 shows, item 18 had a higher significance score ($t = 2.564$; $p = .012$). Teachers with a master's degree in ELT ($M=4.39$, $SD=1.06$) expressed more awareness for integrating students' cultural backgrounds into their learning, compared to non-ELT graduates ($M=3.89$, $SD=1.21$). The effect size, Cohen's $d = 0.563$, indicates a medium effect.

Teachers' Years of Teaching Experience

The teachers' *Professional Readiness Levels* were analysed using a One-Way ANOVA test to investigate if their responses differed significantly depending on their years of teaching experience. Accordingly, the One-Way ANOVA test was applied to the overall professional readiness items of the questionnaire. Table 32 below shows the results of the analysis.

Table 32

One-Way ANOVA Test for Professional Readiness by Teachers' Years of Teaching Experience

Years of Teaching Experience	n	M	SD	$F(2,92)$	p	η^2
0-5	43	3.5	0.89	3.211	.045	0.065
5-10	29	3.7	0.92			
11+	23	2.9	0.84			

As Table 32 suggests, the One-Way ANOVA test was conducted to analyse the effect of teachers' years of teaching experience on their *Professional Readiness Level*. The results found a statistically significant difference, $F(2, 92) = 3.211$, $p = .045$, $\eta^2 = 0.065$, indicating a medium effect size. This suggests that approximately 6.5% of the variance in teachers' professional readiness can be explained by the differences in their years of teaching experience.

When the items for *Professional Readiness Level* were also analysed individually, several items were found with higher meaningful differences among the groups; Table 33 below represents the items with higher significance scores using the One-Way ANOVA test.

Table 33

One-Way ANOVA Test for Items in Professional Readiness by Teachers' Years of Teaching Experience

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,92)	<i>p</i>	η^2
13. Throughout my undergraduate/graduate education, our lecturers/professors raised awareness of cultural diversity in Türkiye.						
0-5	43	3.44	1.22	3.308	.041	0.067
6-10	29	3.17	1.23			
11+	23	2.65	1.07			
18. I'm aware that students' cultural lives should be used as a tool to fulfil their learning objectives.						
0-5	43	4.3	0.91	6.377	.003	0.122
6-10	29	4.3	0.71			
11+	23	3.5	0.95			
21. I raised awareness of cultural diversity thanks to my lecturers/professors who included their personal lives and experiences in our courses during my undergraduate/graduate education.						
0-5	43	3.79	1.15	4.756	.011	0.094
6-10	29	3.31	1.26			

Item	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,92)	<i>p</i>	η^2
11+	23	2.87	1.14			

According to Table 33, items 13, 18, and 21 had statistically significant differences among the groups of teachers with different teaching experience durations. The One-Way ANOVA test found that for item 13, $F(2, 92) = 3.308$, $p = .041$, $\eta^2 = .067$, the effect size is indicated as medium, which suggests that approximately 6.7% of the variance in teachers' differences in their perceptions of the lecturers' awareness during their undergraduate or graduate education can be described by their years of teaching experience. The descriptive statistics show that teachers with 11 or further years of experience ($M=2.65$, $SD=1.07$) had the lowest agreements regarding their degree program lecturers' awareness of cultural diversity in Türkiye.

For item 18, the One-Way ANOVA test found a significant difference among the groups concerning their perceptions of using students' culture as learning goals in ELT, $F(2, 92) = 6.377$; $p = .003$; $\eta^2 = .122$. The findings indicate a medium-to-large effect size, suggesting that approximately 12.2% of the variance in teachers' awareness of the integration of culture and their students' learning can result from their years of teaching experience. Furthermore, similar to item 13, for item 18, teachers with 11 or more years of teaching experience ($M=3.50$; $SD=0.95$) had lower awareness of using culture for their students' learning.

Lastly, for item 21, the One-Way ANOVA test found significant differences among the groups, $F(2, 92) = 4.756$, $p = .011$, $\eta^2 = .094$. The medium effect size indicates that approximately 9.4% of the variance in teachers' lecturers' role in their perceptions of cultural diversity is explained by the differences in their years of teaching. Moreover, as in items 13 and 18, the different perceptions for item 21 were

concerned with the teachers with 11 or more years of experience ($M=2.87$; $SD=1.14$), where they indicated a lower awareness of their lecturers' personal experiences in shaping their understanding of cultural diversity during their undergraduate or graduate education.

Teachers' Studying or Teaching Abroad Experience

The teachers' *Professional Readiness Levels* were analysed to reveal if their responses differed significantly depending on their experience of studying or teaching abroad. In line with this purpose, the Independent Samples t-test was applied to the overall professional readiness items of the questionnaire. Table 34 below shows the results of the analysis.

Table 34

Independent T-test for Professional Readiness by Studying or Teaching Abroad Experience

Studying or Teaching Abroad Experience	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> (93)	<i>p</i>
Yes	33	3.2	0.94	-1.415	.161
No	62	3.4	0.98		

Table 34 shows that the responses for *Professional Readiness Level* items had no strong significance between the teachers with and without studying or teaching experience in a different country than Türkiye ($t = -1.415$; $p = .161$). That is, the teachers' professional readiness level was not significantly influenced by their studying or teaching abroad experience for the items in the CRT readiness questionnaire.

When the items were analysed individually, none of the nine items for *Professional Readiness* showed significance, and hence, a strong difference was not found for the teachers' studying or teaching abroad experience.

Teachers' International Student Ratios in their Classes

The teachers' *Professional Readiness Levels* were analysed using a One-Way ANOVA test to investigate if their responses differed significantly depending on the international student ratio in their classes. Accordingly, the One-Way ANOVA test was applied to the overall professional readiness items of the questionnaire. Table 35 below shows the results of the analysis.

Table 35

One-Way ANOVA Test for Professional Readiness by Teachers' International Student Ratios in their Classes

Teachers' International Student Ratio in their Classes	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3,90)	<i>p</i>	η^2
Only a few	22	3.2	1.06	0.489	.691	0.016
10% of the student population	25	3.3	0.74			
25% of the student population	28	3.4	1.01			
Almost or more than 50% of the student population	19	3.6	0.65			

As seen from Table 35, the One-Way ANOVA test results showed no significant difference among the groups of international student ratios of the teachers' classes ($F(3, 90) = 0.489, p = .691, \eta^2 = .016$), regarding their responses to the overall *Professional Readiness Level* items. When the items in the *Professional Readiness Level* were analysed individually, the results showed similar findings; that is, no significant difference was found for the items regarding the international student population ratio in their classes.

Turkish EFL Teachers' Pedagogical Approaches and Problem-Solving Strategies for Culturally Responsive Teaching

In line with the study's aim of investigating Turkish EFL Teachers' approaches to culturally responsive pedagogy and the problem-solving strategies they implement in their culturally diverse tertiary classrooms, volunteering teachers' responses regarding the following research question were collected and analysed qualitatively:

4. What are these teachers' perspectives and experiences regarding CRT?

Accordingly, the sections below represent the major results drawn from the qualitative data.

Teachers' Perspectives of CRT

Research question 4 investigated teachers' perceptions for culturally responsive pedagogy on the basis of their views on culture's role in English language education and teaching in a culturally diverse EFL classroom, as well as their suggestions of effective teaching in culturally diverse classrooms within the scope of curriculum and instruction, classroom management, assessment, and cultural enrichment (Siwatu, 2005). Overall, the teachers mostly acknowledged the meaningful relationship between culture and how it is reflected in ELT classrooms; they often elaborated on the globalization of English and the reasons that make learning English vital for everyone. Teachers shared their particular opinions, which are represented below using abbreviations (i.e., teacher 1 for T1, or teacher 2 for T2), as in the following:

T1: *"I believe that culture has a huge impact on English language teaching, because English belongs to everyone around the world and everybody learns English*

for some reasons, and while they are learning it, they reflect their culture on this whole learning process.”

T2: “Language and culture cannot be separated from each other, and my view of teaching culture encompasses not only British or American, the way most course books actually cover, but it should reflect a global view for the students. When they graduate, they will be exploring more about other cultures when they start their business, for example, they will be in contact with people from different nationalities.”

Teachers were also asked to define their experiences of teaching in culturally diverse classrooms, and the responses differed as both the advantages and challenges they had faced were discussed. One of the teachers shared solid experiences of such occasions and how it motivated both the teacher as well as the students to communicate:

T3: “We were talking about some topic. It was the reading class that I had today and it was about the death of Tutankhamun, right? All of the students were international. It's kind of got me shocked when I start asking, you know, more personal questions like, ‘where are you from?’, ‘How does this thing work in your country?’ I try to understand each student... Exchange of the information was so good that, you know, at one point we let alone the reading book and for 15 minutes, 20 minutes, I let the students know about each other's cultures.”

T5: “It actually enhanced the communication inside the classroom when I introduced language items to cultural contexts, so they can share their cultures and their cultural backgrounds with or through the context with the Turkish students I have. So it has been a good way of communication rather than a difficulty.”

On the other hand, the teachers underlined several risks of being a teacher in classrooms with diverse cultures or, more specifically, high international student populations. Some of these risks involved teachers' readiness for the knowledge of cultural diversity in their classes:

T4: *"Sometimes it gets difficult because you have to have at least a basic knowledge about their cultures in order to involve them into discussions as well. Let's say there is a discussion about a topic which is OK for our culture. But in their culture would not be OK. So if the teacher doesn't know about this, they will have a difficult time involving these."*

When teachers were asked about the strategies they employ in their culturally diverse classrooms, their responses varied in several aspects. Most teachers reflected their concerns about materials and their efficiency in reflecting cultural diversity. One of the teachers explained as in the following.

T6: *"... we are generally restricted with the kind of material that we need to cover in class from the textbooks. And those textbooks might not necessarily be culturally diverse in terms of, I mean, EFL situations. They are generally ESL textbooks."*

However, teachers also reflected on their individual attempts to include cultural diversity when materials are inadequate. The following quotes from the teachers reflect such strategies:

T6: *"... So, but as an EFL teacher, I try to add material that covers both the Turkish cultural context and also, you know, depending on what kind of foreign students I have, I try to include perspectives from their culture."*

T1: *"The culture element should be included in the coursebooks more effectively in a way to catch our students' attention. This can be conducted through,*

maybe including some listening audio, including some information about different cultures. So, maybe they can watch some videos and they can read some passages about different cultures and we can accelerate this acculturation process of our students.”

As seen from the teachers’ remarks, the interviews with different teachers reveal that teachers often acknowledge the need for material adaptation to promote their instruction to be more culturally responsive. Regarding classroom management, teachers generally stressed the language barrier and how they incorporate it with language learning.

T7: *“If their [international students’] level of English is not that good, it becomes a kind of big problem. And thanks to technology, I use Google Translate to, you know, say [something] in their own language. And I try to solve it. But still, you know, we have some grey areas to be solved.”*

T4: *“... So as a teacher, now we have to have some idea about pragmatics as well, how humans communicate, and find different channels to reach them or to communicate with them. Pragmatically, maybe this could be body language, drawing things, so that they can infer things themselves.”*

According to the quotes, teachers generally had an awareness of the language-related challenges their culturally diverse students faced, and the multilingual environment often led them to implement various techniques for communication. One teacher shared the observations regarding international students’ higher motivation to participate in activities in class, and shared his strategies to respond to their expectations in the following excerpt:

T8: *“International students tend to be in general, more motivated than the average Turkish student, because they are selected to go to a foreign country ... so*

sometimes they expect more from the classroom and they feel like the instruction is not challenging enough for them, and in those situations I have to explain it to them I care about their learning and I listen to what they say, but also I have to address ... that there are students who find it challenging enough.”

Regarding student assessment, some teachers reflected on the fact that it requires collaboration between the program administration and practitioners to assess students' achievement, considering the cultural differences they experience. One teacher shared her views as in the following:

T2: “Actually, if you work in a flexible environment where you discuss the challenges or the possible opportunities that your classroom enhances, if they take into account your perspective as a teacher, this could be reflected in the assessment as well. So, my strategy, unfortunately, could be confined to my own classroom. But what about other teachers?”

Overall, the teachers shared mostly similar strategies to incorporate their students' culture in their instruction through material adaptation to reflect various cultures, instantaneous activities that involve cultural diversity, and effective communication practices with culturally diverse students to foster an equal learning environment. Some teachers stressed that teachers could feel limited in certain aspects, such as student assessment, to make decisions that fulfil CRT.

Teachers' Experiences of CRT

Research question 4 also investigated teachers' experiences in culturally diverse classrooms and their strategies related to CRT. Overall, teachers expressed their challenges of interacting with an unfamiliar culture and language, the miscommunication among students with different cultural backgrounds, or student

biases. Few teachers reflected on language and communication problem and the use of target language in their culturally diverse classrooms:

T5: *“So, the beginner classes could be a little bit hard to communicate with, especially if you're using the target language in the classroom, because they don't know what's going on. ... So you have to implement total physical response, you have to be physically active. You have to be a little bit of, so to say, theatrical to actually demonstrate what you say means.”*

T6: *“I guess because I'm Turkish and most of my students are Turkish, I might have a certain way of communicating with students automatically without really thinking too much about it, but with international students, I need to be aware of it and if necessary, I need to adjust that communication style ... I guess most of the time if I manage to show that student that that I Honestly care about their learning. Then they are generally convinced.”*

One teacher highlighted how cultural misunderstanding can occur due to the differences in cultural values and communication styles between teacher and students with a solid example:

T3: *“We are used to at least ‘hocam’ or you know some students say ‘teacher’, but one international student once called me [teacher’s name]. For a second I was kind of shocked that, you know. ... And then I was like, well, OK, I have to keep in mind that maybe he just doesn't know, right. I explained the question he asked and then I said it would be great if you call me something like this, you know, Miss [teacher’s name], whatever. Something you are comfortable with, but please not my first name. It's not appropriate here; it's informal. Then he apologizes. ‘I didn't know, I'm very sorry. What should I call you?’ He tried to make up for that.”*

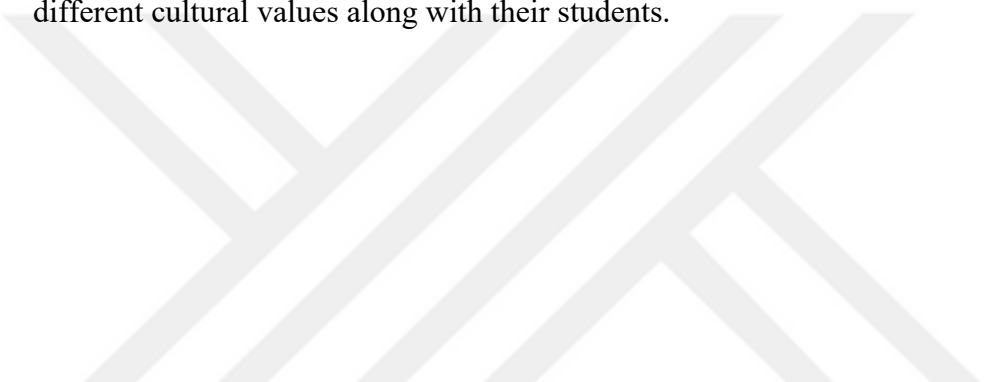
The strategies teachers suggest for hindering problems regarding language and communication in their culturally diverse classrooms show that teachers were mostly aware of how their behaviours would result in their students' behaviours and learning, and that they were willing to discover ways to implement strategies that can keep students with diverse cultural backgrounds actively present in the classroom.

Accordingly, some teachers shared their concerns about students' peer interactions and potential problems that their miscommunication leads to in class:

T2: *"In my previous experiences in the university, I had like a couple of Syrian students or Iranian students and the other students tended not to work with them at all. If I didn't encourage them to be more open to the diversity, for example, it would result in, how can I say, just those groups would be like, wouldn't feel belong? Students were not so open to other nationalities, basically. ... So, I always change their seats. I allowed them to work in different groups and I just complimented to those students as well when they presented something."*

T4: *"In engineering departments, there are a lot of Turkic students, and they tend not to talk to female students in the class. They tend to ignore them because in their culture, single people from different genders should not have relations even in class. So this hinders their in class communication between themselves and again, language barrier could be a problem for them as well I mean. since we're teachers, we do understand our students even when they're speaking in broken English, so we are good at this, but students may not be good at that. ... I involve things from their culture as well, I try to involve things or modify my curriculum depending on my student profile and I have role plays and group activities as well, which also helps [students] with student communication or communication among themselves, let's say."*

Overall, teachers reflected on their roles as facilitators for cultural enrichment as well as target language learning; they showed high consciousness of their students' cultural differences, including what kinds of challenges these differences can cause, and which strategies can respond to these challenges effectively for a comfortable and successful learning environment for all students. Teachers also paid attention to their high motivations for leading a culturally diverse classroom as they often stressed how cultural diversity is greatly linked to language learning and how they enjoy a co-learning environment in such classrooms while they discover different cultural values along with their students.



CHAPTER 5: DISCUSSION

Introduction

This chapter discusses the major findings of the study in light of the references from relevant literature. First, the study will be presented as a brief overview stating its purpose and methodology; later, major findings will be discussed with reference to the relevant literature. The chapter will continue with the implications for practice and further research to highlight how the conclusions drawn from this study can guide future ELT practices and relevant research. Finally, it will cover the limitations of the study.

Overview of the Study

The purpose of this study was to investigate the culturally responsive teaching readiness levels of the Turkish EFL teachers working at the tertiary level, focusing on their personal and professional readiness levels in accordance with their bachelor's degree, master's degree, years of teaching experience, experience of studying or teaching in a country other than Türkiye, and the international student ratios in their classes. In the scope of this objective, a total of 95 teachers working in foundation universities in the İstanbul province participated in the study, and the participants' responses were analysed considering the demographic factors to investigate meaningful relationships with their responses and their levels of personal and professional readiness to teach in culturally diverse tertiary classes in Türkiye.

In line with this purpose, answers to the following research questions were sought:

1. What are Turkish EFL teachers' culturally responsive teaching readiness levels in a culturally diverse English preparatory classroom at the tertiary level?
 - a. What are the EFL teachers' personal readiness levels of CRT in their EFL classroom at the tertiary level?
 - b. What are the EFL teachers' professional readiness levels of CRT in their EFL classroom at the tertiary level?
2. Do these teachers' personal readiness levels of CRT differ according to their:
 - a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
3. Do these teachers' professional readiness levels of CRT differ according to their:
 - a. Bachelor's degree discipline of study?
 - b. Master's degree discipline of study?
 - c. Years of teaching experience?
 - d. Studying/teaching abroad experience?
 - e. EFL classes with different international student ratios?
4. What are these teachers' perspectives and experiences regarding CRT?

To address the research questions, data were collected using the Culturally Responsive Readiness Level Questionnaire by Karataş and Oral (2017), followed by semi-structured interviews. The analysis of the quantitative data was performed using descriptive and inferential statistical analysis, and the interview data were

analysed following qualitative data analysis methodology; the key findings were presented and discussed in the limitations section.

Discussions of Major Findings

The core findings of the data analysis will be presented regarding the main questions investigated throughout the study, including the personal and professional readiness levels of teachers in the context of their demographic differences.

Teachers' Culturally Responsive Teaching Readiness Level

This study sought an interpretation for research question 1: *teachers' culturally responsive teaching readiness levels in a culturally diverse English preparatory classroom at the tertiary level*. The results indicated that teachers overall perceived themselves to have high awareness of the cultural diversity in their classes; that is, teachers mostly felt personally and professionally ready for and aware of how cultural diversity is vital for the learning needs of students with diverse cultural backgrounds. These findings are in parallel with Gay's (2018; 2010) main discussions on CRT, which is the fact that teachers must acknowledge that culturally responsive teaching prepares them to be competent in addressing the diverse needs of their culturally different students for academic success. The findings are also in line with Villegas and Lucas (2002) in the need for culturally responsive awareness for teachers to identify what their students' academic needs are. Furthermore, when their personal approach to education is integrated with the formal education or training they received (Karataş & Oral, 2017), the teachers performed relatively higher readiness.

However, the results showed differences when the personal and professional readiness levels were compared; teachers were mostly more personally ready than professionally, and their responses showed more diverse opinions for professional

readiness, unlike personal readiness. This may indicate that teachers generally share similar skills reflecting personal readiness to CRT. In line with this finding, several previous studies found similar results portraying the higher awareness of teachers' personal readiness when compared to their professional readiness levels. Zorba (2020) found that EFL teachers felt less ready professionally, mainly due to a lack of experience and in-service training. The in-depth interpretation of this finding is presented in the following sections below.

Teachers' Personal Readiness Level

The results of this study revealed that teachers showed the greatest awareness of cultural diversity in their EFL classrooms as part of their personal readiness, when compared to their professional readiness. *Personal readiness* describes teachers' inner cognitive skills including critical thinking, problem-solving, or reasoning, as well as their emotional skills, such as self-interests, feelings, personal views, or past experiences (Karataş & Oral, 2017). Thus, the items in the CRT personal readiness questionnaire included mainly teachers' self-approaches to teaching in culturally diverse classes.

According to the findings, it can be inferred that teachers are generally motivated to interact with culturally diverse students, curious about the cultures they represent and eager to learn about different values and language patterns from these cultures. As Karataş and Oral (2017) define personal readiness, teachers reflected their respect for their students' cultural identity and their awareness that cultural enrichment (Siwatu, 2005) can promote better learning if teachers develop effective strategies that embrace the use of students' cultural environment. In parallel with this finding, some previous relevant studies revealed the role of teachers' personal skills and knowledge in their understanding of cultural diversity in education. In a study

with English language teachers with professional training in multicultural education, McNeal (2005) found that teachers' personal competencies play a role as significant as their professional background, which suggests that English language teachers' personal skills or characteristics can be equally vital for their recognition of culturally responsive teaching.

On the other hand, the findings of this current study also imply that although teachers mostly show great motivation and enjoyment when teaching in a culturally diverse classroom, they also tend to hesitate about using students' native languages to enhance their interactions with culturally different students. The involvement of using students' native languages as a strategy in CRT aims to enhance students' intellectual knowledge as they can become more aware of their own culture and the diverse cultures represented in the classroom (Ladson-Billings, 1995; Siwatu, 2005). Furthermore, Gay (2018) explains that teachers should promote cultural scaffolding through classroom communication and instruction so that students can develop their cultural intellectuality as well as the academic objectives of the program they are enrolled in. Moreover, when teachers incorporate tasks and responsibilities for students in which they can share their culture, they can have a better grasp of their students' prior knowledge (McKoy et al., 2017). However, considering the language objectives of EFL classes, some teachers may not find it appropriate to include languages other than English. Another reason could derive from teachers' lack of knowledge or interest in practicing other languages than Turkish, which can be a demanding task considering the main responsibilities of the teachers. In a parallel study, Gedik Bal (2023) found a lack of "interaction confidence" (p. 11) among in-service ELT teachers, which might be the result of the language barrier and affective factors. The findings in this study can correlate with this conclusion in that teachers'

limited confidence in interacting with culturally diverse students can stem from their lack of motivation to use students' native language effectively.

Another finding from the teachers' personal readiness implies relatively lower motivation to teach in classes with culturally diverse populations when they are given an option. This finding can be associated with teachers' lack of professional readiness due to insufficient training for teaching in multicultural settings. It can also be conceived that although teachers were generally content with working in culturally diverse classrooms, due to their lack of grounded occupational education, their confidence for teaching in these classrooms could be affected negatively. A similar finding by Yıldırım (2019) explains that teachers can have several reasons for their lower confidence in teaching in culturally diverse classrooms: a lack of research-based and professional problem-solving strategies when classroom management problems occur, or the ineffective use of teachers' L1 and target language. Nevertheless, being foreign language teachers' their overall enthusiasm and positiveness for engaging with multicultural students can refer to their open-mindedness and personal worldviews on culture and language (Banks, 2001; Siwatu, 2005), and their high consciousness for using students' culture as tools for their learning (Karataş & Oral, 2017) constitutes previous literature by associating their awareness of culture as content integration and modification of teaching to be more inclusive and equal for students from diverse cultural backgrounds (Banks, 2001).

Teachers' Professional Readiness Level

This study analysed findings for research question 1b, *teachers' professional readiness levels of CRT in their EFL classroom at the tertiary level*. The results of the study indicate that teachers demonstrated a relatively lower level of *professional readiness* for culturally responsive teaching. Professional readiness describes

teachers' occupational pedagogical knowledge, including their higher education programs, and how their background prepares them to be professionally ready to teach in culturally diverse classrooms (Karataş & Oral, 2017). Relevant previous studies also portrayed teachers' limited research-based or occupational awareness, which could be a consequence of the lack of emphasis on training teachers for culturally responsive pedagogy during their degree programs (Gümüş, 2021; Taneri & Özbek, 2023). Similarly, previous studies using the CRT readiness scale also found differences between teachers personal and professional readiness levels for CRT, with professional readiness being relatively lower than personal readiness (Özüdoğru, 2018; Zorba, 2020, Moore et al., 2021). The studies centring teachers' competency in cultural diversity portray an overall conclusion that in-service teachers often need further professional development to display their pedagogical skills with their culturally diverse students (Gedik Bal & Savaş, 2022).

Previous research also shows that to be professionally competent in CRT pedagogy, teachers need to invest in in-service training and teacher development practices to effectively address the issues of cultural responsiveness in the curricula and program structures (Gay, 2018) as their awareness may not result in an effective use of CRT unless they gain the perception of the basic principles of CRT, not only for acknowledging but also for applying them in their classes (Civitillo et al., 2019). Gay (2018) stresses the importance of teachers using a variety of instructional strategies that involve different learning needs and styles of their culturally diverse students to boost their academic achievement. On the other hand, awareness of CRT in English language education may be demanding for the EFL teachers when the curricular awareness and commitment for professional development are involved

(Zorba, 2020), and hence, teachers could find it challenging to raise their awareness for professional readiness to CRT.

The findings from this study indicate that the lack of an institution-based or curricular support is still visible for the participating teachers. They demonstrated lower levels of agreement regarding the effective use of textbooks and course materials used during their higher education, their lecturers' attempts to raise awareness for cultural diversity, and the overall contribution of the degree programs for teachers to develop a critical eye for cultural diversity in English language classrooms. When offering a call-to-action solution to increase awareness for CRT in teacher education curriculum in the early 21st century, Villegas and Lucas (2002) stress the lack of teacher education practices for improving teachers' culturally responsiveness and criticize actions that aimed better consciousness for CRT being limited to some teachers' or institutions' voluntary practices. Although Villegas and Lucas (2002) offered a structural change more than two decades ago, the results of the current study reveal that the call for a curriculum change in language and education programs is still a necessity in Türkiye to promote culturally ready EFL teachers. In parallel with Villegas and Lucas (2002), the more recent findings from Kaygısız (2024) pay significant attention to highlighting the role of formal training of CRT for Turkish EFL teachers; administrative communities in education in Türkiye should recognize the urgent need for designing EFL teacher education programs involving multiculturalism and culturally responsive teaching pedagogies to occupationally prepare teacher candidates.

On the other hand, the study found high awareness among teachers regarding their encouraging views on integrating students' culture as tools to accomplish lesson objectives, which represents the main constructs of CRT that place students' cultural

heritage as one of the essential factors for acquiring their learning habits, skills, and new knowledge (Gay, 2018; Siwatu, 2007). Hence, it can be deduced that when teachers' occupational skills, such as lesson planning and instruction, were considered, teachers could show a higher professional readiness level for CRT.

Teachers' Bachelor's Degree

Personal Readiness

The research question 2a investigates the differences among teachers' *CRT personal readiness levels based on their bachelor's degree disciplines*. The study came to the conclusion that regarding the CRT levels of teachers based on their bachelor's degree disciplines suggests almost no difference among teachers' responses for their *personal readiness*. To elaborate, teachers' ELT or non-ELT bachelor's degrees did not matter in shaping their CRT personal readiness levels. Both groups had higher awareness and motivation for culturally inclusive English language education. This finding can be concluded with Karataş and Oral's (2017) boundaries for personal readiness for CRT, which include teachers' personal norms, beliefs, attitudes, interests, and knowledge that contribute to their cultural responsiveness. In line with this literature, it could be inferred that whether graduating from a professional education program does not necessarily, or entirely, encourage teachers to be more personally aware of the cultural diversity in their classes. The relevant literature for CRT often focuses on culturally responsive teachers' competencies, such as keeping a positive attitude toward cultural differences, showing interest in learning about the varying cultures their students represent, and minimizing discrimination not only for the teacher-to-student but also student-to-student interaction (Gay, 2018; Siwatu, 2005). Such skills can be reinforced with a grounded training and research, but they also require teachers'

personal motivation and passion to fulfil them as habits. Therefore, it is clear in this study that teachers, whether experiencing formal teacher education or not, need individual attempts to strengthen their personal readiness for CRT.

Analysis of individual personal readiness items revealed differing views between teachers with ELT and non-ELT undergraduate backgrounds. ELT graduates showed stronger agreement on the need to restructure the Turkish education system to better reflect the country's cultural diversity, suggesting they perceive current representations—such as in textbooks and curricula—as insufficient. In contrast, non-ELT graduates showed lower and more varied agreement, indicating they may view current cultural representation as more adequate. This finding can be interpreted via different perspectives, yet most importantly, teachers' personal beliefs on the education system can be influenced by the background of their professional readiness. To explain, teachers with occupational training may have a higher awareness of the role of cultural diversity in education, and hence, may agree that the education system in Türkiye should also highlight this more. According to Siwatu (2005), culturally responsive teachers are aware of the contributions of different cultures in society, and hence, they acknowledge the necessity of including these cultural contributions in the classroom so that students can gain a consciousness of the vital roles their culture could play. According to Gay (2018), culturally responsive teaching includes the representation of various cultures as academic skills or content to promote learning for all students; it must engage curricula, instruction, and assessment, which concern not only in-service teachers but also the program makers and administrations of the education systems. It could also be deduced that the non-ELT graduate teachers may not have adequate consciousness to evaluate the present and desired stance of the Turkish

education system regarding representing cultural diversity simply because they lack the educational professional expertise in offering a critique over the systematic structure of the education, or they have their personal strategies to redesign their instruction to be more culturally inclusive.

Professional Readiness

Teachers' *professional readiness* levels, depending on their bachelor's degree disciplines, indicate an overall similarity with their personal readiness; that is, a slight difference was found between ELT-graduate and non-ELT graduate teachers for their professional readiness. It is important to consider that the non-ELT teachers in this study generally had bachelor's degrees in English language and literature (ELL) or translation and interpreting (TI), which can imply that teachers' occupational education, whether in ELT or in other fields involving the English language, did not create a difference in their professional readiness for CRT. Furthermore, their professional education, regardless of any of the disciplines listed above, did contribute to their understanding of cultural diversity and sensitivity to other cultures. A similar study by Zorba (2020) supports this finding in an alternative way; the ELT-graduate teachers in the study showed lower professional readiness than the teachers who graduated from ELL or American Culture and Literature (ACL) departments, mainly due to the lack of emphasis on culture or cultural diversity during their ELT undergraduate program. Although in this study, the two groups, ELT-graduate and non-ELT (ELL or TI) graduate teachers, had no relevant difference concerning their professional readiness to CRT, the findings from such studies contribute to the current understanding and the finding's interpretation as it could previously be assumed ELT-graduate teachers were expected to show higher professional readiness for culturally responsiveness. This study shows that the fact

that the teachers obtained an undergraduate degree in ELT did not affect their overall personal or professional readiness for CRT, which suggests that the English language teacher education undergraduate programs do not have a significant contribution specifically to teachers preparing them for CRT either personally or professionally compared to other educational background paths the current tertiary level English teachers come from.

Nonetheless, when the items for professional readiness were studied individually, one of the findings had a different conclusion regarding the sufficiency of the textbooks and other course materials used during the teachers' undergraduate education to enhance teachers' knowledge of cultural diversity in Türkiye. Based on the results, it can be indicated that teachers with an undergraduate degree in ELT found their coursebooks and materials less adequate for recognizing the cultural diversity in Türkiye compared to teachers with a background in ELL or TI. This finding supports the earlier findings from different studies, including Yıldırım (2019) and Zorba (2020), in that teachers who had an ELT background could lack multicultural competence due to the lack of emphasis in their theoretical methodological classes, as well as their pre-service teaching experiences, whereas for teachers with ELL or TI background could be more engaged and familiar with culture as a common theme in their course materials.

Teachers' Master's Degree

Personal Readiness

The research question 2b investigates the differences among teachers' *CRT personal readiness levels based on their master's degree disciplines*. According to the findings, similar to the teachers' bachelor's degrees, no significant difference was found between ELT-based and non-ELT-based postgraduate EFL teachers for their

personal readiness. This finding implies that postgraduate education in ELT did not have a major impact on the teachers' personal competences, both cognitively and emotionally, to be able to teach in culturally diverse classrooms. To expand, the two findings for teachers' personal readiness suggest that teachers mostly felt personally ready to be culturally responsive, mainly because of their personal characteristics, values, beliefs, and intelligence, rather than their academic subject background. Hence, a formal teacher education within an undergraduate or graduate program did not play a significant role in increasing or decreasing their personal readiness.

Similarly, a significant difference was observed between ELT and non-ELT postgraduate teachers regarding their views on the adequacy of cultural diversity inclusion in the Turkish education system. ELT postgraduate teachers showed stronger agreement with the need to restructure the education system to better reflect the multicultural nature of Turkish classrooms. While non-ELT postgraduates also showed moderate agreement, the notable difference between the groups highlights the need for further interpretation and exploration of the underlying reasons for this divergence. In a study by Karataş and Oral (2017), postgraduate students in professional education programs were studied to interpret their perceptions of CRT, and the results revealed that teacher-students mostly recognized the benefits of culturally responsiveness for building an unbiased, peaceful society for people from all cultures in a social setting, on the other hand, the teachers also reflected their low self-competences to perform effective CRT skills due to the fact that their formal training did not focus specifically in issues involving cultural diversity or multiculturalism in the Turkish education system. From this point of view, it can be deduced that teachers' opinions concerning the involvement in CRT in the Turkish

education system are directly related to their personal readiness level, which essentially stems from their professional education and training backgrounds.

Professional Readiness

The research question 3b investigates the differences among teachers' *CRT professional readiness levels based on their master's degree disciplines*. When studying the teachers' professional readiness levels, no distinct difference was found between ELT-postgraduate and non-ELT-postgraduate teachers, which shows that teachers' postgraduate education discipline did not play a significant role in preparing them to be culturally responsive in their multicultural classes. Although this result is not distinct from previous findings in this study related to teachers' bachelor's degrees, critical attention must be paid to the indifference in the results among teachers' professional readiness. Professional readiness encompasses teachers' skills and knowledge obtained through formal training in education or other departments, and teachers in this study mostly had a postgraduate degree in ELT, ELIT, TI, and Educational Sciences (ES). Considering the teachers mostly had identical opinions regarding critical issues, including their postgraduate program's emphasis on cultural diversity and the role of lecturers, elective courses, and coursebooks on raising an awareness of CRT, indicates that the ELT teacher education MA programs do not focus on culturally responsive pedagogy more than the other programs teachers completed. One suggestion by Zorba (2020) can explain this circumstance in that the language-related programs in Türkiye usually centre culture as a main subject for the students, which might influence their high awareness of cultural diversity when they become teachers of English. In fact, the popular programs that are known to produce EFL teachers in Türkiye, such as English/American literature, translation, interpreting, or linguistics, contain a lot of

subjects including culture, cultural diversity, and culture and language, which can assist the graduates from these programs, both undergraduate and postgraduate, to gain a higher consciousness regarding the issues of multiculturalism, culture and behaviour, or how culture is a part of students' learning habits and competencies (Ginsberg, 2005). Furthermore, there have been relevant studies addressing the impact of culture's involvement in teacher education on improving pre-service teachers' awareness of cultural diversity and culturally responsive pedagogy (Frye et al., 2010). However, considering the EFL-graduate teachers, the portrayal of the results is critical as it reveals a moderate professional readiness level, even though these teachers had an academic research history in the education field, besides a formal pedagogical training at the postgraduate level. Taking into account all indications, it could be concluded that the postgraduate programs in ELT, education, or other programs that are regarded as the natural path to produce EFL teachers in Türkiye have insufficient inclusion of culturally responsive pedagogy.

The professional readiness levels of ELT-postgraduate and non-ELT-postgraduate teachers specifically showed a significant difference for one of the items in the CRT readiness scale. The item was about teachers' awareness of the role of students' cultural lives as tools for their learning. For this item, ELT-graduate teachers revealed higher awareness contrary to non-ELT graduate teachers, which may indicate that ELT-graduate teachers were more motivated to apply students' culture as a pedagogical resource for their learning. This finding can result from the imbalanced level of pedagogical awareness between the two groups; that is, an educational background can allow teachers to have a higher consciousness of the student cognition, behaviours, and actions. To further explain, teachers with an ELT background may feel more competent in responding to students' identities or

learning habits and hence set more effective learning objectives that can correspond to the specific needs of their students, including their culture. According to Gay (2018), culturally responsive teachers recognize how the knowledge and skills from students' culture can be authentic resources for student achievement. However, this knowledge can be best used as a routine or part of instruction rather than a one-time interaction with a culturally diverse student. Teachers' experiences of teaching in culturally diverse classrooms can also help gain awareness of incorporating different cultures in teaching and learning, since their awareness level for this item is relatively higher than for other items in the professional readiness construct.

Teachers' Years of Teaching Experience

Personal Readiness

The research question 2c investigates the differences among teachers' *CRT personal readiness levels based on their years of experience*. The results revealed that teachers with 0-to-5, 5-to-10, and more than 11 years of experience were mostly similar regarding their personal readiness, and overall, they portrayed a relatively high personal readiness level. To elaborate, it can be deduced that from novice to experienced, Turkish EFL teachers in the study were dissent from cultural discrimination in their classroom, enjoyed teaching in a culturally diverse environment, provided opportunities for students to share their culture, were familiar with the parallel relationships between culture's involvement in learning and academic success, and believed that the Turkish education system should involve the representation of diverse cultures in Türkiye.

The fact that teachers' years of teaching experience did not make a difference in their personal readiness level can be interpreted with statistical evidence. Teachers' experience with teaching may not directly be associated with their experiences of

teaching in culturally diverse classrooms, since CRT involves a wide range of pedagogical and sociocultural subjects. Considering that the first major increase in the international tertiary student population in Türkiye started in 2018, from more than 48,000 international students to about 125,000 students (CoHE, 2020), it is expected to find that both novice and experienced teachers feel equally inexperienced to teach in new multicultural tertiary classrooms. Thereby, the similarity in the personal readiness level among teachers with different teaching experience levels may have resulted from a common lack of experience in teaching in multicultural classrooms.

Professional Readiness

The research question 3c investigates the differences among teachers' *CRT professional readiness levels based on their years of experience*. The results for professional readiness revealed major differences between teachers' personal readiness levels and within the groups of teachers with different teaching experiences. First, compared to the teachers' personal readiness level, the teachers from novice to more than 11 years of experience portrayed lower levels of professional readiness for CRT. In reference to personal readiness, a similar conclusion can be reached for this result as teachers may personally have more optimistic views about their opinions for teaching in culturally diverse classrooms. On the other hand, their lack of professional background in which they were exposed to CRT could cause limited proficiency and competence in concepts of multicultural education or culturally responsiveness. Second, the teachers had diverse professional readiness levels among different teaching experience groups, as well. In general, the novice and mid-experienced teachers, from years zero to ten, had similar results, with the mid-experienced teachers having higher levels of professional readiness.

Surprisingly, it was the most experienced teacher group with the lowest levels of professional readiness. Zorba's (2020) study found a similar result in which less-experienced teachers were more professionally ready than experienced teachers. Zorba (2020) bases this case on the fact that teachers with lower teaching experience paid greater attention to how important professional skills and experiences could be for gaining increased competence in CRT. Moreover, it is evident in similar studies that pre-service or novice teachers can be more interculturally competent when they acquire more courses that focus on multicultural awareness (Gedik Bal, 2023), which can suggest an explanation for what makes novice teachers feel more professionally ready in this study. That is, the more recent tertiary education programs could gain a higher awareness of issues related to multiculturalism and intercultural consciousness. McKoy et al. (2017) explain similar results by emphasizing a generational gap between novice and highly experienced teachers in that experienced teachers could have higher chances of feeling insecure or challenged when they were exposed to culturally diverse classrooms. This suggests a conclusion that highly experienced teachers could feel unprepared for CRT since their in-class experience had not required them to apply the strategies for CRT, alternatively, when professional readiness is considered, the highly experienced teachers could simply feel unaware of the research-based foundations of CRT because the concept of CRT in Türkiye is a recent subject in educational sciences.

When the individual items were studied in relation to teachers' experiences of teaching, several items presented significant differences. To be more specific, the least experienced teachers agreed the most on the fact that their lecturers or professors during their undergraduate or graduate education helped them raise awareness on the cultural diversity in Türkiye, and the lowest agreement was shared

by the teachers with a teaching experience lasting more than a decade. It can be deduced that the professional degree programs of recent-graduate teachers place more emphasis on cultural diversity through lecturers, courses, or assessment practices. According to Karataş and Oral (2017), teachers think that they would raise a higher awareness of understanding their students' learning styles, provided that they were instructed on the role of culture in their learning processes. Moreover, it was also the least experienced teachers who showed the highest awareness of the contribution of students' diverse cultures as learning tools. According to Gay (2018), culture is an effective tool for individuals to understand and convey meaning to each other, and hence, using culture is a fundamental strategy to build effective communication bonds among people, and classrooms are not exceptions. Considering the nature of language classrooms, teachers can create more opportunities for their students to use their cultural background as sources for communication and, hence, language production.

Ladson-Billings (1995) places students' cultural heritage at the centre of curriculum and instruction, and her studies found a correlation between novice teachers and their increasing willingness to incorporate culture as an element in learning. Although this finding was made 30 years ago, it is worth evaluating the key distinctions among teachers with different teaching experiences. Several studies observed higher motivation among inexperienced teachers when engaged with multicultural classroom environments, and possible reasons were suggested, including their idealistic views on teaching, stronger critical reflection and thinking habits, and more recent professional education they received that places emphasis on teaching in classes with cultural diversity (Ladson-Billings, 1995; Ladson-Billings, 2001). Other sources suggest that inexperienced or novice teachers usually start their

careers in schools with diverse cultural backgrounds or a main culture that is different from the teachers' cultural environment, yet when considering the Turkish EFL teachers' situation in Türkiye, these occasions are more applicable to the EFL teachers in public schooling primary or secondary education through MEB's decisions of teacher appointments in various locations of the country. The Turkish EFL teachers at the tertiary level, however, operate through individual applications to institutions, and the cultural differences often occur due to the multinational dynamics of classrooms.

Teachers' Experience of Studying or Teaching Abroad

Personal Readiness

The research question 2d investigates the differences among teachers' *CRT personal readiness levels based on their experience of studying or teaching abroad*. The findings revealed no significant difference in their professional readiness between the teachers with a study-abroad or teach-abroad experience and teachers who never had such an experience. Teachers' experience of studying or teaching abroad was investigated in this study since relevant literature stresses how teachers' engagement in cultural diversity can contribute to their sense of CRT in their classes. In a study by Hur et al. (2024), in-service teachers with a short study-abroad experience showed higher intercultural competence by raising higher empathy for students with diverse cultural or ethnical backgrounds, employing new teaching strategies obtained through their study-abroad experience, and creating opportunities for their students to gain "a global awareness" (p.50). In the current study, most teachers had no study-abroad or teach-abroad experiences; nevertheless, these teachers had similar perceptions toward CRT as far as their personal readiness is concerned. This result can indicate that teachers relied on their personal skills,

beliefs, opinions, or knowledge when they approached the critical issues regarding culturally responsiveness, and their personal readiness to CRT is not based dominantly on having had an experience of teaching or studying abroad. Moreover, there are other studies where teachers' experience being in multicultural settings and building interactions with culturally diverse individuals could lead to an improvement of their awareness and competence in applying CRT in their classes (Sarker, 2012).

On the other hand, the participating teachers gave varying opinions in terms of restructuring the Turkish education system to promote cultural diversity. Teachers who studied or taught abroad found it more crucial to have an education system that recognizes the diverse cultural groups in Türkiye. This finding reflects teachers' varied opinions on the same statement under different categories, such as their bachelor's or master's degree disciplines. Teachers' views on the demand for a new education system with CRT differed when their experiences of teaching or studying in different countries were involved; similar findings and statements support this finding in the previous literature. In Gay's (2018) description of the achievement sources, cross-cultural interactional competence is highlighted as it covers an increased motivation and curiosity for learning about different cultures and being able to turn them into academic learning. The cross-cultural skills involve precisely teachers more than students in order for them to be capable of delivering such skills to their students. Having been part of a cultural minority group or having experienced being a student or teacher in a completely new cultural environment can provide teachers with unique insights that foster empathy, patience, and open-mindedness toward students facing similar challenges or needs. Similarly, Gedik Bal's (2023) study demonstrated that intercultural sensitivity of teachers was

positively correlated with the length of their overseas experience, and instructors with overseas experience had much higher intercultural sensitivity than teachers without it.

Professional Readiness

The research question 3d investigates the differences among teachers' *CRT professional readiness levels based on their experience of studying or teaching abroad*. It could be concluded that teachers' study/teaching-abroad experience does not significantly affect their views on the adequacy of their formal training to encourage CRT, which can be explained by taking into account that teachers' professional skills concern their formal training during their undergraduate or postgraduate programs, and their studying or teaching abroad experience.

International Student Ratio in Culturally Diverse Classrooms

Personal Readiness

The research question 2e investigates the differences among teachers' *CRT personal readiness levels based on the international student ratios in their classes*. It is deduced that teachers' involvement in different ratios of international students was not a significant factor in their personal sources to be motivated and ready to teach in culturally diverse classrooms. To elaborate, the representation of the international student ratio in the teachers' classes was mostly diverse; although some teachers shared their classrooms with limited cultural and ethnic diversity, there were many teachers teaching in classrooms where more than half of the population consisted of students from different nationalities. Nevertheless, the ratio of international students did not affect teachers' perception of CRT in accordance with their personal readiness, which can further suggest that teachers' personal readiness to CRT may not predominantly involve teachers' experience in teaching more or fewer students

who represent diverse cultural backgrounds. Personal readiness is deeply attached to teachers' inner characteristics, past experiences, motivations for facilitating as teachers among unfamiliar cultures, or values and ideals about culture, language, and society (Karataş & Oral, 2017). Therefore, their personal readiness to teach in culturally diverse classroom environments may not specifically be concerned with the number of international students.

According to Villegas and Lucas (2002), culturally responsive pedagogy not only includes classrooms with cultural diversity; the key strands of CRT could apply to all teachers regardless of the demographics of their students. To expand, teachers could demonstrate effective CRT strategies, such as involving the representation of other cultures as tools for learning or encouraging their students to search or perform a cultural identity for assessment, in classrooms with limited or no multicultural dynamics, yet they could still improve their students' cross-cultural competence and global awareness (McKoy, 2017). Thereby, when teachers' multiculturalism level in their classrooms is considered, it is relevant to conclude that culturally responsive teaching readiness should not be simplified as a necessity only for teachers who already teach in culturally diverse classrooms. It embraces a joint effort from all teachers to take the responsibility to promote their students to hold an open-minded attitude for different cultural values and practices, enjoy and benefit from cultural diversity when presented or stated, and develop their insights into how culture takes an important place in people's lives.

Professional Readiness

The research question 3e investigates the differences among teachers' *CRT professional readiness levels based on the international student ratios in their classes*. Similar to their personal readiness, teachers did not differ from each other

when the number of international students in their classrooms was studied. Likewise, the lack of difference can be discussed considering the key definitions of professional readiness; that is, teachers' professional competence to employ CRT strategies with grounded by their formal education, as well as how efficiently their formal education provided the teachers with an enhance awareness and consciousness of cultural diversity (Karataş & Oral, 2017). Hence, the international student population may not have a major impact on their professional readiness as they might consider their insights gained during their pre-service or in-service graduate student phases, rather than their at-present teaching experience. However, when interpreting their mean scores and their distribution, it is worth sharing that teachers with international students that almost or more than 50% of the student population in their classes slightly had higher professional readiness than those with only a few international students. Although this difference does not hold a significance that requires further evaluation, it could also suggest notable remarks. First, teachers with more cultural diversity representations in their classrooms may feel more confident in their skills. In a study by Romjin et al. (2020), when teachers performed in more culturally diverse classrooms, they could improve their teaching self-efficacy more than the teachers practicing in classrooms that were less diverse. In another study by Abacıoğlu et al. (2020), teachers who were frequently involved in culturally diverse classroom environments showed more developed skills of perspective taking and multicultural attitudes. What these empirical studies suggest in common is that teachers' higher involvement in culturally diverse classrooms boosts their efficacy as it enhances their intercultural competence, and, furthermore, their experience in teaching classrooms with increased cultural diversity allows them to take other perspectives into consideration to pay respect and sympathy for cultural

differences. On the other hand, as this study did not reveal a major distinction among teachers' international student numbers and their skills for CRT, this aspect can be specifically investigated within the Turkish educational context to reveal any meaningful relationship between teachers' readiness for CRT and their exposure to culturally diverse classrooms in Türkiye.

Teachers' Perceptions of Culturally Responsive Teaching

Research Question 4 investigated *teachers' perceptions of culturally responsive pedagogy*. Considering the teachers' responses, it could be concluded that teachers generally show enthusiasm when they encounter culturally diverse students in their classes; they pay particular effort to increase the students' motivation for learning through making necessary changes in their instruction or materials, using target language and students' native languages strategically for inclusive instruction, designing activities to encourage interaction among students with diverse cultural backgrounds, improving their communication strategies to build effective bonds with their students.

Accordingly, the verbal interactions with the teachers indicate an overall positive attitude towards teaching in a culturally diverse classroom; to be more specific, teachers regard culture and cultural diversity as vital parts of English language learning due to its global and multifunctional use; therefore, their approaches to culture stands from an intercultural perspective rather than a monocultural aspect that relies on a target culture. In the relevant literature, ELT supports cultural diversity due to the changing learning needs and learner profiles in various locations in the world (Chinh, 2013; Liddicoat, 2020), and the reflections of this global awareness are observed in instructive and administrative domains of education. The teachers' global awareness supports their views of what culture

should encompass, as reflected in Kachru's (1985) model as well. Accordingly, it was found as a common belief among all the teachers in the interviews that when culture is a part of instruction, there are often positive reactions from the students when a part of their culture is represented. Overall, it is reinforced in this study that the Turkish EFL teachers working in multicultural tertiary classrooms hold a parallel attitude towards the dominant role of cultural diversity in ELT.

It could also be deduced that apart from their identities as facilitators for learning, teachers personally enjoyed being in multicultural environments, as it often broadens their perspectives towards the practices or beliefs of different cultures. Moreover, they implied that including diverse cultural elements in the classroom has strong motivational benefits for themselves and their learners. In the relevant literature, cultural enrichment is an essential part of CRT in that students gain an awareness of how language is connected to their own culture as well as other cultures as represented in the classroom (Siwatu, 2007). It is understood that teachers found the acts of cultural enrichment useful not only for their students but also with themselves as there is a co-sharing of culture that plays a motivating role for healthy communication (Ginsberg, 2005).

Teachers' Experiences of Culturally Responsive Teaching

Research question 4 investigated *teachers' particular experiences of culturally responsive teaching*. Although the teachers' reflections on teaching in culturally diverse classrooms were mostly positive, they also reflected on the challenges they encountered regarding instruction and classroom management. One of the major inferences is that teachers find coursebook materials inadequate in responding to their culturally diverse students' interests and motivation; in such cases, when the materials fail to represent cultural diversity effectively, teachers tend to develop their

own strategies, such as redesigning course materials or shifting the instruction method.

Generally, coursebooks in ELT can have a wide cultural identity representation; however, as this study suggests, the cultural elements in these materials may fail to draw attention from the target audience as they fail to address more critical subjects that are closely related to students' own culture (Gedik Bal, 2020). In Gedik Bal and Savaş's (2022) study, teachers raised their concerns of the coursebooks for raising intercultural awareness; that the coursebooks for ELT often fail to approach cultural diversity in an international perspective, they rather concentrate on approaching cultural differences from a local point of view. Moreover, as Gay (2018) also suggests, when cultural diversity is a part of a curriculum yet concerns issues that could fall into superficial categories (Kaygısız, 2024), such as traditional art, food, or music, students could feel less related to the instruction being about themselves; on the other hand, curricula that includes critical subjects reflecting opinions, values, sociocultural characteristics of various cultures, the students could have an inner motivation that makes them feel connected to the instruction and classroom. Banks (1993) discusses the misuse of culture as content integration to further define that accomplishing multicultural education goes beyond integrating features of diverse cultures as topics of lesson plans; it embodies how individuals comprehend, process, and apply knowledge under the influences of their ethnic or cultural identities. Consequently, coursebooks without directing students to be critical and curious of their knowledge and beliefs may fail to attract enthusiasm to act as active learners in a culturally diverse classroom. Nevertheless, as also inferred in the study, there could be multiple concerns from the teachers to integrate coursebooks or course materials in a culturally responsive instruction, such as time constraints or an obedience to

follow a tight curriculum. In the study by Gedik Bal and Savaş (2022), teachers held a similar attitude regarding the challenges of implementing a classroom with intercultural competence, expressing their challenges of receiving adequate facility support, restricted amount of time, curriculum limitations, or students' lack of motivation to study their English skills. Still, the teachers' willingness and efforts to offer materials to touch upon more relevant content from diverse cultures indicate that there have been positive outcomes from the students' perspectives when such material adaptation or development actions are taken by their teachers. It is important to underline at this point that, although it can often be demanding, teachers' important aims to facilitate equal learning in a classroom relies on recognizing what their culturally diverse students need and expect from the education.

Another significant inference from the study concerns teachers' communication hindrances regarding teacher-student or student-student interactions. Accordingly, language barrier is a typical yet serious challenge for some teachers. It can be presumed that the language becomes a barrier when there are both local and international students in the classrooms, and teachers may tend to use the local language, which is Turkish in this study, on certain occasions for clear instruction, which can cause a lack of interest for the international students; moreover, when the students have low proficiency in English, it can cause a considerable obstacle for the teacher to build healthy communication. As the study reflected, some teachers suggest using culturally diverse students' native language for basic interactions to make them feel less alienated in the classroom, which is also a suggestion by several scholars working on culturally responsive pedagogy. To illustrate, Siwatu (2005; 2007) stresses the need for teachers to develop techniques and skills to help their students maintain their cultural identity in their learning environments through an

effective use of their native culture and language, so that students can gain an enriched perspective for their own cultural identity. Additionally, due to a common false belief of EFL classrooms in which target language and culture is what the instruction must focus on, the language of culturally diverse students could be often overlooked (Kaygısız, 2024), as it goes against the principles of foreign language education that cause teachers to be hesitant in using a language other than English or the target language. From a linguistic aspect, some culturally diverse students may experience more difficulty in mastering English because its phonetics or overall language system is not familiar to them; hence, their academic development could be different, causing an obstruction of communication as well as learning achievement (Gay, 2018). Nevertheless, despite the misconceptions of ELT or the lack of teacher awareness of cultural enrichment, it should be acknowledged that students' culture and language define their learning habits and needs, along with their performances in the classroom, and teachers hold a critical position to encourage their students discover their potentials through diverse techniques and strategies.

Implications of Practice

According to the results of this study, there are notable implications for practice. One of the main conclusions centres on the differences between Turkish EFL teachers' personal and professional readiness, and the study revealed that teachers generally hold a positive attitude toward CRT when their personal skills, emotions, and knowledge are concerned. However, when examining their professional readiness, teachers were found to have a lack of awareness due to their formal education programs to integrate CRT through program structure and lecturers' encouragement. Along with the relevant studies, this study also found that teachers often portray a willingness and motivation to be engaged in cultural diversity in their

classes and employ the strategies for CRT to maintain learning of all students; however, they feel professionally incompetent largely due to the deficient instruction offered to them during their undergraduate or graduate programs. Therefore, the most urgent indication of practice must originate in the formal degree program structures and the policy makers and curriculum developers need to undertake actions to place theoretical development of culturally responsive pedagogy in emphasis through coursebooks and obligatory or elective courses, train lecturers and professors to be inclusive of CRT in their instructions and assessment in undergraduate ELT teacher education programs, and encourage practicing CRT research in Türkiye to analyse the specific needs and characteristics of Turkish EFL classrooms. Similar implications found in relevant studies also show that pre-service education programs have a critical position in shaping teachers' personal and professional competences, suggesting the implementation of teacher education courses in program structures is crucial to raise awareness in multiculturalism, intercultural competence, and inclusive education (Gedik Bal, 2025). Lastly, when teachers' formal education is considered, it is important that the implications are not limited to teacher-education or ELT programs, as Turkish EFL teachers might have diverse educational backgrounds, as also experienced in this study. The notion of *culture* is a broad term that applies to all relevant programs that have the potential to cultivate future teachers, and, hence, different faculties must discover their best options to integrate culture, cultural diversity, and multiculturalism.

Another important conclusion in this study is the fact that teachers who graduated from ELT programs in both undergraduate and graduate levels had similar, and in specific aspects, lower professional readiness levels for CRT. Considering the fact that ELT programs place teacher education in the centre and educate teacher

candidates about the main objectives of *critical pedagogy* (Freire, 1972): equality, justice, and open-mindedness in classrooms to be maintained by teachers and students (Kotluk & Kocakaya, 2018), it is concluded that ELT programs, whether undergraduate or graduate, are advised to reconsider their main principles that guide their prospective teachers to be culturally competent in the 21st century classrooms and will be equipped to integrate all into their classroom practices in the future.

The findings also indicate that ELT program structures focus more on language or methodology-related subjects during the undergraduate and graduate programs; thus, they more likely ignore the role of culture in teaching and learning a new language, as well as recognizing the increasing cultural diversity in Türkiye. This study reveals that professional programs for ELT should be more inclusive of culturally responsive teaching pedagogy for pre-service teachers in order to prepare skilful teachers with not only advanced teaching skills but also effective pedagogical strategies to apply these skills to students from all cultures in an inclusive and equitable manner. Gedik Bal (2025) suggests that teacher education programs could incorporate issues related to intercultural themes in methodology courses (i.e., microteaching practices), to help pre-service teachers gain an intercultural perspective to teaching English in multicultural classrooms. For this purpose, program-developers for ELT can revise their program structure to include more content explaining the theories and concepts of culturally responsive teaching, both globally and Türkiye-based, and train more lecturers, professors, or teacher trainers to gain the insights of CRT to be able to deliver them to their teacher candidates (Siwatu, 2005). According to Banks (1993), the revision of the ELT programs should not involve merely the materials used in the program and teachers' conceptualization of the necessity of CRT; the change should encompass the perceptions of

administrators regarding their reshaping of their goals, expectations, and behaviours on culturally responsive education. Therefore, the study suggests a fundamental change following a needs analysis of the representation of cultures in Turkish EFL classrooms both at the tertiary and K12 levels.

As also suggested by this line of research, the current study also found that teachers' teaching experience not necessarily affect their professional readiness levels; thus, the most significant implication from this finding is to incorporate CRT-centred professional development activities in collaboration with foreign language education faculties or departments in Turkish universities, within the borders of this study, the English language preparation programs. Compared to the novice teachers, veterans may have lacked access to opportunities to be ready to teach in culturally diverse classrooms, and therefore; lack the requisite skills to effectively manage differences in the social and cultural aspects of their students (Gedik Bal, 2023; Gedik Bal, 2025). Opportunities for in-service teacher training are the easiest and most direct ways to reach experienced teachers and improve their awareness of culturally responsive pedagogy. Accordingly, the major responsibility lies with the administrative units of such English language preparation programs, such as the Continuing Professional Development (CPD) units. The universities' higher administrations need to support these endeavours both financially and administratively. The world of education recognizes and embraces cultural diversity and offer new methods, theories, and strategies to be able facilitate all learners in equity and efficiency; therefore, more and more studies, talks, journals, books, training programs and many other events have been performed in different parts of the world to reach pre-service or in-service teachers. The responsible units in the

English language departments in Turkish universities can make these events more accessible to the teachers of EFL to be able to contribute to their readiness for CRT.

Another conclusion from the study indicates that teachers' studying or teaching abroad experience did not suggest a difference in their readiness for CRT. However, considering the findings and the conclusions made in the study, the study suggests more opportunities for pre-service or in-service teachers to gain such experience, as it can contribute to their views on the Turkish education system and how it should be representative of cultural diversity. Hence, the significant implications for practice concern tertiary programs of teaching and language departments. To encourage more opportunities for pre-service or in-service teachers, program makers can promote more overseas mobility programs in which teachers can later enhance their sense of intercultural awareness, discover opportunities to incorporate the parents of culturally diverse students, assess their students' learning journeys in accordance with their unique learning styles, and promote peer development by sharing their insights from this experience with their colleagues (Gay, 2018; Hur et al., 2024). Moreover, in this study, teachers mostly did not have an opportunity to teach or study in a different country than Türkiye, and for an in-depth analysis of how critical this experience plays a role in teachers' conceptualization and readiness of culturally responsive pedagogy, universities, faculties, departments, or CPD units must offer their students and teachers with more opportunities to attend mobility programs.

Lastly, in line with Gedik Bal's (2020) findings, both quantitative findings and the important remarks from the teachers' interviews came to the conclusion that teachers often find teaching materials inadequate in terms of the representation of diverse cultures, and teachers prefer adapting the materials, specifically course books, for a more interactive and inclusive classroom environment. Considering that

English language teaching coursebooks provide a wide range of materials as content to respond to learners' learning interests, motivation, and purpose, the materials can have one of the highest potentials to incorporate a culturally inclusive approach that can foster students' global awareness on not only the cultural items but also the sensitive issues that can provide an unbiased vision towards a particular culture. When all things are considered, the strongest implications for textbook developers and EFL program administrators are to incorporate more culturally sensitive and inclusive course materials for teachers to implement critical pedagogy and CRT jointly and contribute to a multicultural social awareness among students, along with target language acquisition.

Implications of Further Research

According to the conclusions of this study, several implications for further research can be offered. One of the major conclusions implies a difference in their personal and professional readiness levels among teachers, that is, teachers share higher personal readiness levels for CRT, and their professional readiness tends to be weaker due to various reasons. In addition to the suggestions for practice, there are also implications for research to further explore the culturally responsive pedagogy in the Turkish EFL context. In this study, as also concluded in other relevant studies, teachers' lack of professional readiness seems to stem from their insufficient preparation during their degree programs and limited knowledge in research-based foundations of CRT, especially in the Turkish context. To portray, teachers approach CRT positively when the core elements of cultural sensitivity and diversity are involved, yet their lack of theoretical background in CRT causes lower confidence, self-efficacy, and competence as they could not base their practices on a research ground and therefore, feel more likely to face challenges in understanding and

responding to their students' diverse needs. Moreover, the results revealed that teachers could have lower confidence in building verbal communication with their culturally diverse students, which can stem from their lack of motivation to use students' native language effectively, yet future studies should investigate the causes and effects of this discovery with further empirical evidence to meet a consensus.

Besides overall personal and professional readiness levels, the differences in teachers' years of teaching experience and their professional readiness levels suggests that degree-seeking programs could increase their awareness on culture, culture and language, multiculturalism, or cultural diversity experienced in Türkiye, yet the lack of empirical findings reveals that it requires well-grounded research practices encompassing not only pre-teachers in ELT programs but also students of ELIT, ACL, translation and interpreting, or English linguistics, mainly due to the fact that non-ELT graduates could have a higher consciousness of cultural diversity and culture affects peoples' opinions, feelings, capabilities, experiences, communication skills, and learning styles. However, many of the suggestions have not been evaluated in academic research and with real participants. The existing literature is highly limited in building research-grounded interpretations of the differences among teachers with different teaching experiences or subject disciplines, yet it largely underlines the shifting sense of culture in education when diversity is involved in the classes. Thereby, future research can seek to study the professional degree programs and their development over time in terms of acknowledging *culture* and *culturally responsive teaching* in the curricula or instruction, together with the investigation of how *culture*, *culturally responsiveness*, or *multiculturalism* is reflected in different degree programs that Turkish EFL teachers often attend.

In addition, exploration of teachers' years of experience can be another important implication for research, as the study found major differences between teachers' teaching experience durations and their professional readiness to employ CRT in their classes. The major difference in this statement derives from teachers' opinions of the sufficiency of their formal education to prepare them for culturally diverse classrooms, which holds the potential for a major discussion in educational research, as it can unveil the structural changes in the programs teachers completed decades ago and at present. Since the relevant studies found similar results (Çalışkan, 2019; Zorba, 2020), the fact that less-experienced teachers have higher readiness could uncover further suggestions in the Turkish education context, and new research could elaborate on this outcome to enlighten the important factors underlying the meaningful relation between teachers' years of teaching experience and their occupational competencies for CRT. Furthermore, although there is no grounded evidence for building a connection between novice teachers' first teaching environments and their readiness for CRT, the findings hold an important value for future research in the context of Türkiye as they can direct future researchers to investigate the CRT readiness levels of novice EFL teachers who have started their careers in culturally diverse districts or provinces in Türkiye, and the environmental factors affecting their consciousness of culturally responsive pedagogy.

Another implication for further research concerns the scope of this study; the participants were teachers working in the İstanbul province, yet there are other major provinces holding a large part of the foundation universities and international students. Therefore, expanding a similar study to reach teachers in other populous and culturally diverse cities of Türkiye, such as İzmir and Ankara, is vital to portray a wider and more detailed picture of the research questions investigated in this study.

Such future studies could be equipped with diverse research methodologies, such as classroom observations, document analysis, teaching materials, or student voices to explore the practices and learner or teacher needs for displaying culturally responsive education through multiple perspectives.

The study also suggests an overall conclusion that a more research-grounded interview data collection and analysis procedures could be applied to uncover an in-depth portrayal of teachers' personal and professional readiness for CRT within the factors of their professional education background, years of teaching, and study or teaching-abroad experiences since the quantitative data findings indicate that a meaningful comparison could be made.

Lastly, this study concluded that teachers did not differ in their opinions and beliefs on CRT when their studying or teaching abroad experience is considered. However, it is critical for future studies in the Turkish education context to investigate how teachers can benefit from such an experience in their classroom to be competent in their intercultural skills and raise their consciousness on cultural diversity in teaching and learning, as there is a scarcity of empirical studies conducted in Türkiye portraying the role of international student or teacher mobility programs in developing a grounded consciousness of multiculturalism and cultural diversity in education, although such study examples are present in the global context (Hur et al., 2024)

Limitations

There are several limitations of this study. First, the study was conducted with the in-service Turkish EFL teachers, which can lead to a lack of demographic diversity that excludes pre-service teachers or stakeholders in program-making positions. Although the scope of this study focuses on the in-service teachers'

readiness levels for CRT, future studies can conduct more comparative studies investigating how teachers' readiness differs among other practitioners or stakeholders.

Second, the study involved EFL teachers in tertiary universities in the İstanbul province only. Although the İstanbul province holds the most diverse population in Türkiye, the multicultural structure in the Turkish tertiary education is not limited to this region. Therefore, multiple provinces, hence the regions with high tertiary student populations, should have been considered to broaden the scope of the study.

Third, in the study, teachers' bachelor's or master's degree disciplines were investigated within the categories of ELT or non-ELT programs. However, the non-ELT teachers might have other professional training experiences, such as a pedagogical license to teach in Turkish classrooms, which might affect their levels of personal and professional readiness for CRT. The future studies could include such professional training options in their overall assessment of teachers' professional readiness.

Another important limitation involves the validity of the CRT scale. The original scale by Karataş and Oral (2017) was designed in Turkish to reach teachers from different disciplines; on the other hand, in this study, an English-translated version of the scale was used. The translated version was checked and approved by a certified translator and the thesis supervisor; however, the motions of tool validation were not performed, and back translation was not performed.

The last important limitation includes the qualitative phase of the study. The qualitative data analysis was limited for this research due to time constraints and issues related to feasibility and accessibility. However, when the qualitative findings were examined carefully to interpret teachers' individual approach to CRT through

their solid experiences, opinions, and beliefs. The findings from the qualitative data indicate strong relationships with the quantitative data findings, yet with particular emphasis on teachers' own practices and strategies to enhance their classrooms to be more culturally inclusive. The scope of the interview questions was the framework of this study; that is, teachers' understanding of culture and teaching, the role of culture in ELT classrooms, teachers' strategies to involve CRT in the core elements of education such as curriculum and instruction, student assessment, classroom management, and overall integrity of cultural diversity.



REFERENCES

- Abacıoğlu, C. S., Volman, M., & Fischer, A. H. (2020). Teachers' multicultural attitudes and perspective-taking abilities as factors in culturally responsive teaching. *British Journal of Educational Psychology*, 90(3), 736–752. <https://doi.org/10.1111/bjep.12328>
- Banks, J. A. (1991). A curriculum for empowerment, action, and change. In C. Sleeter (Ed.), *Empowerment through multicultural education* (pp. 125-142). SUNY Press.
- Banks, J. A. (1993). Chapter 1: Multicultural education: historical development, dimensions, and practice. *Review of Research in Education*, 19(1), 3-49. <https://doi.org/10.3102/0091732X019001003>
- Banks, J.A. & Banks, C. A. M. (1997). *Handbook of research on multicultural education*. Jossey-Bass.
- Banks, J.A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge. <https://doi.org/10.4324/9781315622255>
- Bennett, C. (2001). Genres of research in multicultural education. *Review of Educational Research*, 71(2), 171–217. <https://doi.org/10.3102/00346543071002171>
- Chou, P., Su, M., & Wang, Y. (2018). Transforming teacher preparation for culturally responsive teaching in Taiwan. *Teaching and Teacher Education*, 75, 116–127. <https://doi.org/10.1016/j.tate.2018.06.013>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cole, D., & Zhou, J. (2014). Do diversity experiences help college students become more civically minded? Applying Banks' multicultural education

framework. *Innovative Higher Education*, 39(2), 109–121.

<https://doi.org/10.1007/s10755-013-9268-x>

Costa, S., Pirchio, S., Shevchuk, A., & Glock, S. (2023). Does teachers' ethnic bias stress them out? The role of teachers' implicit attitudes toward and expectations of ethnic minority students in teachers' burnout. *International Journal of Intercultural Relations*, 93, 101757.

<https://doi.org/10.1016/j.ijintrel.2023.101757>

Council of Higher Education (CoHE). (2016, March). *Yükseköğretim kurumlarında yabancı dil öğretimi ve yabancı dille öğretim yapılmasında uyulacak esaslara ilişkin yönetmelik*.

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=21475&MevzuatTur=7&MevzuatTertip=5>

Council of Higher Education (CoHE). (2020). *Hedef odaklı uluslararasılaşma*.

CoHE. <https://eski.yok.gov.tr/Sayfalar/Haberler/2020/hedef-odakli-uluslararasilasma.aspx>

Council of Higher Education (CoHE). (2021, June). *Yükseköğretimde hedef odaklı uluslararasılaşma*.

<https://eski.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/2021/yuksekogretimde-hedef-odakli-uluslararasilasma.pdf>

Council of Higher Education (CoHE). (2022, November). *Yükseköğretimde*

uluslararasılaşma ve Türkiye'deki üniversitelerin uluslararası

görünürlüğü çalıştayını düzenlendi. <https://tuba.gov.tr/tr/haberler/akademiden-haberler/yuksekogretimde-uluslararasilasma-ve-turkiyedeki-universitelerin-uluslararasi-gorunurlugu-calistayi>

- Chinh, N. D. (2013). Cultural diversity in English language teaching: Learners' voices. *English Language Teaching*, 6(4).
<https://doi.org/doi:10.5539/elt.v6n4p1>
- Civitillo, S., Juang, L. P., Badra, M., & Schachner, M. K. (2019). The interplay between culturally responsive teaching, cultural diversity beliefs, and self-reflection: A multiple case study. *Teaching and Teacher Education*, 77, 341–351. <https://doi.org/10.1016/j.tate.2018.11.002>
- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*, (4th ed.). Pearson.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334.
- Çalışkan, S. (2019). *A phenomenological study on multicultural education in preservice English language teaching* (Publication No. 591820) [Master's thesis, Hacettepe University]. CoHE Thesis Centre.
- Demir, S., & Üstün, E. (2017). Öğretmen adaylarının kültürlerarası duyarlılık ve etnik merkezcilik düzeylerinin çeşitli değişkenler açısından incelenmesi. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 14(1), 182–204.
- Dreyfus, W. (2019). *Teacher perceptions of culturally responsive pedagogy in the classroom* [Doctoral dissertation, Northeastern University]. ProQuest Dissertations & Theses Global.
- Dryden, S., Tankosic, A., Dovchin, S. (2021). Foreign language anxiety and translanguaging as an emotionally safe space: Migrant English as a foreign language learner in Australia. *System*, 101.
<https://doi.org/10.1016/j.system.2021.102593>

- Er, H. K., & Çiftci Aksoy, B. N. (2023). Exploring the intercultural awareness of EFL instructors in Turkish higher education. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(3), 1111–1132.
<https://doi.org/10.33711/yyuefd.1330995>
- Ersoy, İ. (2019). *Sosyal bilgiler öğretmen adaylarının kültürel değerlere duyarlı eğitime hazır bulunuşluk düzeylerinin incelenmesi* (Publication No. 561112) [Master's thesis, Niğde Ömer Halisdemir University]. CoHE Thesis Center.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.
- Flick, U. (Ed.) (2014). *The SAGE handbook of qualitative data analysis*. Sage.
- Freire, P. (1972). *Pedagogy of the oppressed*. Herder and Herder. (Original work published 1970)
- Fraenkel, J. R., & Wallen, N. E. (2008). *How to design and evaluate research in education* (7th ed.). McGraw-Hill Higher Education.
- Frye, B., Button, L., Kelly, C., & Button, G. (2010). Preservice teachers' self-perceptions and attitudes toward culturally responsive teaching. *Journal of Praxis in Multicultural Education*, 5(10), 6–22.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1), 48–70.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

- Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory Into Practice*, 42(3), 181–187. https://doi.org/10.1207/s15430421tip4203_3
- Gedik Bal, N. (2020). Students' and instructors' evaluation of a foreign language textbook from an intercultural perspective. *Journal of Language and Linguistic Studies*, 16(4), 2023–2038.
- Gedik Bal, N. (2023). In-service teachers' intercultural sensitivity. *TESL-EJ*, 27(2), 1–15. <https://doi.org/10.55593/ej.27106a2>
- Gedik-Bal, N. (2025). Intercultural language learning and teaching in the Turkish context. *Teaching and Researching Interculturality in the Middle East and North Africa*, (pp. 135–155). Routledge.
- Gedik Bal, N. & Savaş, P. (2022). Intercultural language teaching and learning: Teachers' perspectives and practices. *Participatory Educational Research (PER)*, 9(6), 268–285. <https://doi.org/10.17275/per.22.139.9.6>
- Gere, A. R., Buehler, J., Dallavis, C. & Haviland, V. S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), 816–852.
- Ginsberg, M. B. (2005). Cultural diversity, motivation, and differentiation. *Theory Into Practice*, 44(3), 218–225.
- Ginsberg, M. B. (2011). *Transformative professional learning: A system to enhance teacher and student motivation*. Corwin.
<https://doi.org/10.4135/9781483387376>
- Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity and motivation: Culturally responsive teaching in college* (2nd ed.). Jossey-Bass.

- Gümüő, N. (2021). *Yükseköğretimde kültüre duyarlı eğitim*. (Publication No. 668552) [Doctoral dissertation, Eskiőehir Osman Gazi University]. CoHE Thesis Center.
- Güvenç, B. (1991). *İnsan ve kültür*. Remzi Kitabevi.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin / Sage.
- Hargous, K. (2023). *Mindset over Methods: A mixed-methods study on culturally responsive teaching and teacher efficacy* (Publication No. 30488065) [Master's thesis, Arizona State University]. ProQuest Dissertations & Theses Global.
- Hur, J. W., Yoo, H. J., Lee, S., & Suh, S. (2024). Promoting intercultural competence and cultural responsiveness: The impact of short-term study abroad on in-service teachers. *Australian Journal of Teacher Education*, 49(12). 42–59
- Hutchison, L., & McAlister-Shields, L. (2020). Culturally responsive teaching: its application in higher education environments. *Education Sciences*, 10(5), 124. <https://doi.org/10.3390/educsci10050124>
- Idrus, F., Ramli, L.N., Habib, N. J. (2023). Exploring pre-service teachers' experiences of implementing culturally responsive teaching in the ESL classrooms. *Theory and Practice in Language Studies*, 13(3), 766–776. <https://doi.org/10.17507/tpls.1303.26>
- Johnson, R. B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). SAGE Publications.
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk & H. Widowson (Eds.), *English in*

the world: Teaching and learning the language and literatures (pp. 11–36).

Cambridge University Press.

Karataş, K. (2018). *Kültürel değerlere duyarlı eğitim açısından sınıf öğretmenliği lisans programının değerlendirilmesi* (Publication No. 512547) [Doctoral dissertation, Dicle University]. CoHE Thesis Center.

Karataş, K., & Oral, B. (2015). Teachers' perceptions on culturally responsiveness in education. *Journal of Ethnic and Cultural Studies*, 2(2), 47–57.

<https://doi.org/10.29333/ejecs/39>

Karataş, K. & Oral, B. (2016). Kültürel değerlere duyarlı pedagoji. *Akademik Sosyal Araştırmalar Dergisi (ASOS Journal)*, 4(34), 431–447.

Karataş, K., & Oral, B. (2017). Cultural responsive teaching readiness scale validity and reliability study. *Eğitim Bilimleri Araştırmaları Dergisi*, 7(2), 245–256.

Kaygısız, S. (2024). *Identifying transversal skills for developing a culturally responsive EFL teaching habitus via mixed methods research* (Publication No. 871903) [Doctoral dissertation, Middle East Technical University]. CoHE Thesis Center.

Kotluk, N., & Kocakaya, S. (2018). Culturally relevant/responsive education: What do teachers think in Turkey? *Journal of Ethnic and Cultural Studies*, 5(2), 98–117. <https://doi.org/10.29333/ejecs/123>

Kroeber, A. L., & Kluckhohn, C. (1952). *Culture: A critical review of concepts and definitions*. Peabody Museum of Archaeology & Ethnology, Harvard University.

Kramsch, C. J. (1998). *Language and culture*. Oxford University Press.

Ladson-Billings, G. (1994). What we can learn from multicultural education research. *Educational Leadership*, 51(8), 22–26.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy.

American Educational Research Journal, 32, 465–491.

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. Jossey-Bass.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: AKA the remix.

Harvard Educational Review, 84(1), 74–84.

Lavigne, A. L., Henrichs, L., Feliz, J. A. A. F., & Shao, S. (2022). Cultural responsiveness and common conceptualizations of “good” teaching in culturally and linguistically diverse elementary classrooms in the U.S. and the Netherlands. *Teaching and Teacher Education*, 118.

<https://doi.org/10.1016/j.tate.2022.103812>

Liao, H., Li, L. (2023). Facilitating EFL learners' intercultural competence through culturally responsive teaching in oral English classrooms. *System*, 115.

<https://doi.org/10.1016/j.system.2023.103070>

Liddicoat, A. J. (2020). Teaching languages from an intercultural perspective:

Rethinking the nature of learning. In R. Arber, M. Weinmann, & J.

Blackmore (Eds.), *Rethinking languages education: Directions, challenges and innovations* (pp. 224–241). Routledge.

<https://doi.org/10.4324/9781315107974-13>

Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Sage Publications.

Markey, K., Brien, B. O., Kouta, C., Okantey, C., & Donnell, C. O. (2021).

Embracing classroom cultural diversity: Innovations for nurturing inclusive intercultural learning and culturally responsive teaching. *Teaching and Learning in Nursing*, 16(3), 258–262.

<https://doi.org/10.1016/j.teln.2021.01.008>

- Matsuda, A. (2017). Introduction. In A. Matsuda (Ed.), *Preparing teachers to teach English as an international language* (pp. xiii–xviii). Multilingual Matters.
- McKoy, C. L., MacLeod, R. B., Walter, J. S., & Nolker, D. B. (2017). The impact of an in-service workshop on cooperating teachers' perceptions of culturally responsive teaching. *Journal of Music Teacher Education*, 26(2), 50–63. <https://doi.org/10.1177/1057083716629392>
- McNeal, A. (2005). The influence of a multicultural teacher education program on teachers' multicultural practices. *Intercultural Education*, 16(4), 405–419. <https://doi.org/10.1080/14675980500304405>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Milstein, T., Pileggi, M., & Morgan, E. (Eds.) (2017). *Environmental communication pedagogy and practice*. Routledge. <https://doi.org/10.4324/9781315562148>
- Moore, A. L., Giles, R. M., & Vitulli, P. (2021). Prepared to respond? Investigating preservice teachers' perceptions of their readiness for culturally responsive teaching. *International Journal for the Scholarship of Teaching and Learning*, 15(1), 10. <https://doi.org/10.20429/ijstl.2021.150110>
- Nagourney, J. C. (2023). *Building relationships and student engagement: Increasing social studies teachers' racial literacy and self-efficacy for culturally responsive teaching practices through peer coaching and instructional rounds* (Publication No. ED630044) [Doctoral dissertation, Johns Hopkins University]. ProQuest Dissertations & Theses Global.

- Olaya, A., & Rodríguez, L. F. (2013). Exploring EFL pre-service teachers' experience with cultural content and intercultural communicative competence at three Colombian universities. *Profile: Issues in Teachers Professional Development*, 15(2), 49–67.
- Özüdoğru, F. (2018). The readiness of prospective teachers for culturally responsive teaching. *Acta Didactica Napocensia*, 11(3–4), 1–12.
- Paksoy, E. D. (2017). *Kültürel değerlere duyarlı eğitim bağlamında öğretmen deneyimlerinin incelenmesi* (Publication No. 461524) [Doctoral dissertation, Gazi University]. CoHE Thesis Center.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage.
- Rhodes, C. M. (2013). A study of culturally responsive teaching practices of adult ESOL and EAP teachers. *Journal of Research & Practice for Adult Literacy, Secondary & Basic Education*, 2(3), 170–183.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.
- Romijn, B. R., Slot, P. L., Leseman, P. P. M., & Pagani, V. (2020). Teachers' self-efficacy and intercultural classroom practices in diverse classroom contexts: A cross-national comparison. *International Journal of Intercultural Relations*, 79, 58–70. <https://doi.org/10.1016/j.ijintrel.2020.08.006>
- Samuels, A.J. (2018). Exploring culturally responsive pedagogy: Teachers' perspectives on fostering equitable and inclusive classrooms. *SRATE Journal*, 27(1), 22–30.
- Sarıdaş, G., & Nayir, F. (2021). Kültürel değerlere duyarlı öğretmen özelliklerinin sıralama yargıları ile ölçeklenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi* (53), 355–377. <https://doi.org/10.9779/pauefd.827009>
- Savin-Baden, M., & Major, C. H. (2013). *Qualitative research*. Routledge.

- Sarker, A. (2012). *Developing culturally responsive literacy teachers: Analysis of academic, demographic, and experiential factors related to teacher self-efficacy* [Doctoral dissertation, University of North Texas]. University of North Texas Digital Library.
- Sezgin, E. (2023). *Öğretmenlerin kültürel değerlere duyarlı sınıf yönetimi öz yeterlik algılarının incelenmesi* (Publication No. 803193) [Master's thesis, Karamanoğlu Mehmetbey University]. CoHE Thesis Center.
- Siwatu, K. O. (2005). *Exploring the factors that influence preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs* (Publication No. AAI3180818) [Doctoral dissertation, University of Nebraska–Lincoln]. University of Nebraska–Lincoln Digital Commons.
- Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23(7), 1086–1101. <https://doi.org/10.1016/j.tate.2006.07.011>
- Soler, E. A., & Jorda, M. P. S. (2007). Introduction. In E. A. Soler, & M. P. S. Jorda (Eds.), *Intercultural language use and language learning*. Springer.
- Spencer-Oatey, H. (2008). *Culturally speaking. culture, communication and politeness theory*. Continuum.
- Taneri, P. O. & Özbek, Ö. Y. (2023). Promoting diversity and culturally responsive pedagogy in higher education. *International Journal of Turkish Educational Sciences*, 11(21), 765–813.
- Tapscott, D. (2009). *Grown up digital: How the net generation is changing the world*. McGraw Hill.
- T.C. Cumhurbaşkanlığı Mevzuat Bilgi Sistemi. (2016, March 23). *Yükseköğretim kurumlarında yabancı dil öğretimi ve yabancı dille öğretim yapılmasında*

uyulacak esaslara ilişkin yönetmelik.

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=21475&MevzuatTur=7&MevzuatTertip=5>

Tschida, C. M. (2009). *Authoring professional teacher identities: a journey from understanding culturally responsive teaching to identifying as culturally responsive teachers* [Doctoral dissertation, The University of North Carolina]. ProQuest Dissertations & Theses Global.

Tutmaz, A. (2023). *İlkokul öğretmenlerinin kültürel duyarlı okul iklimine ilişkin görüşleri*. (Publication No: 832526) [Master's thesis, Yıldız Technical University]. CoHE Thesis Center.

United States Department of Education. (2023, October 30). *Educational resources for immigrants, refugees, asylees and other new Americans*.
<https://www2.ed.gov/about/overview/focus/immigration-resources.html#:~:text=Currently%2C%20there%20are%20over%204.7,children%20of%20foreign%20born%20parents>

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20–32.
<https://doi.org/10.1177/0022487102053001003>

White, M., Herring-Watson, J., & Wake, D. (2025). Predicting preservice teachers' culturally responsive teaching outcome expectations. *The Teacher Educator*, 60(2), 1–17. <https://doi.org/10.1080/08878730.2025.2451827>

Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. *Educational Leadership*, 53(1), 17–21.

Yıldırım, R. (2019). Teaching in culturally and linguistically diverse classrooms:

Turkish EFL instructors' experience. *Journal of Language and Linguistic Studies*, 15(3), 1155–1170.

Yılmaz, A. P. (2019). *Sosyal bilgiler dersinde kültüre duyarlı eğitim uygulamaları:*

mülteci öğrencilerle etkileşim (Publication No. 604884) [Doctoral dissertation, Anadolu University]. CoHE Thesis Center.

Yükseköğretim Bilgi Yönetim Sistemi. (2024). *Yükseköğretim istatistikleri*.

<https://istatistik.yok.gov.tr>

Zorba, M. G. (2020). Personal and professional readiness of in-service teachers of

English for culturally responsive teaching. *Eurasian Journal of Educational Research*, 88, 41–66. <https://doi.org/10.14689/ejer.2020.88.2>

Appendix A

Culturally Responsive Teaching Readiness Scale

Culturally Responsive Teaching Readiness Scale (Developed by Karataş and Oral, 2017)		
Pers. Read.	1.	Kültürel çeşitliliğin yaşandığı bir sınıfta öğretmenlik yapmaya hazırım. I am ready to teach in a in a classroom where cultural diversity is experienced.
Pers. Read.	2.	Sınıfımdaki öğrencilerin sahip oldukları kültürel değerleri merak ederim. I am curious about the cultural values that my students have.
Pers. Read.	3.	Öğrencilerimin öğrenmelerine rehberlik ederken onların kültürel değerlerini göz önünde bulundurmam gerektiğini düşünüyorum. I think I need to consider my students' cultural values while I guide their learning.
Pers. Read.	4.	Farklı kültürlere sahip insanlarla etkileşime geçmek hoşuma gider. I enjoy interacting with people from different cultures.
Pers. Read.	5.	Sınıfımda kültürel çeşitliliklerinden dolayı öğrencilerin birbirilerine ayrımcılık yapmasına tolerans göstermem. In my classroom, I don't tolerate my students to discriminate against one another due to their cultural differences.
Pers. Read.	6.	Kültürel çeşitliliğin yaşandığı bir sınıfta eğitim yapmanın zevkli olduğunu düşünüyorum. I think it is enjoyable to teach in a culturally diverse classroom.
Pers. Read.	7.	Kültürel çeşitliliği göz önünde bulundurduğumda, Türkiye'nin her yerinde öğretmenlik yapabilirim. Considering cultural diversity, I can teach anywhere in Türkiye.
Pers. Read.	8.	Sınıfımda anadili Türkçe olmayan öğrencilerimin anadillerinden kelime ve cümleler öğrenerek onlarla sınıf içi ve dışında etkileşimi arttırırım. Both inside and outside the classroom, I increase interactions with my students who are not native speakers of Turkish by learning words and sentences from their native languages.
Pers. Read.	9.	Ders sürecinde öğrencilerin kendi kültürlerine özgü örnekler vermeleri için cesaretlendiririm . I encourage students to give specific examples related to their own cultures during class time.
Pers. Read.	10.	Öğrencilerin yetiştikleri kültürel çevreyi dikkate alarak ders işlemenin onların akademik başarılarını artıracaklarını düşünüyorum. I think that students' academic success will increase if teaching is carried out considering their cultural environment in which they grew up.

Pers. Read.	11.	Tercihime bırakılsa kendi kültürümden farklı kültürel özelliklere sahip insanların olduğu bir yerde öğretmenlik yaparım. If left to my choice, I would teach in a place where there are culturally different people than me.
Pers. Read.	12.	Okul öncesinden üniversiteye kadar eğitim sistemimizin kültürel çeşitliliği yansıtacak şekilde yapılandırılması gerektiğini düşünüyorum. I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye.
Prof. Read.	13.	Lisans /Yükseklisans eğitimim süresince öğretim elemanlarımız Türkiye’deki kültürel çeşitliliğe ilişkin farkındalık oluşturdu. Throughout my undergraduate/graduate education, our lecturers/professors raised awareness of cultural diversity in Türkiye.
Prof. Read.	14.	Lisans/Yükseklisans eğitimim sürecinde aldığım zorunlu dersler kültürel değerlere duyarlılık açısından bana katkı sağladığını düşünüyorum. I think that the compulsory courses I took throughout my undergraduate/graduate education have contributed to my sensitivity to cultural values.
Prof. Read.	15.	Lisans/Yükseklisans eğitimimin Türkiye’deki kültürel çeşitlilik ile ilgili farkındalık oluşturmada yeterli görüyorum. I consider my undergraduate/graduate education adequate for raising awareness of cultural diversity in Turkey.
Prof. Read.	16.	Lisans/Yükseklisans eğitimim sürecinde Türkiye coğrafyası üzerinde yaşayan kültürel çeşitlilik ile ilgili bir farkındalık kazandım. Throughout my undergraduate/graduate education, I raised awareness of cultural diversity experienced in Türkiye’s borders.
Prof. Read.	17.	Lisans/Yükseklisans eğitimim sürecinde Türkiye’deki farklı kültürlerin tanıtılmasına yönelik bilgiler edindim. Throughout my undergraduate/graduate education, I gained knowledge about different cultures in Türkiye.
Prof. Read.	18.	Öğrencilerin kültürel yaşantılarının öğrenme hedeflerini gerçekleştirmede araç olarak kullanılması gerektiğinin farkındayım. I’m aware that students’ cultural lives should be used as a tool to fulfill their learning objectives.
Prof. Read.	19.	Lisans/Yükseklisans eğitim derslerinde okutulan ders kitaplarını/materyallerini Türkiye’deki kültürel çeşitlilik ile ilgili bilgiler sunması açısından yeterli görüyorum. I consider the textbooks/course materials studied in undergraduate/graduate education courses adequate for involving knowledge about cultural diversity in Türkiye.

Prof. Read.	20.	Lisans/Yükseklisans eğitimimim sürecinde aldığım seçmeli derslerin kültürel değerlere duyarlık açısından bana katkı sağladığını düşünüyorum. I think that the electives I took throughout my undergraduate/graduate education have contributed to me in terms of sensitivity to cultural values.
Prof. Read.	21.	Lisans/Yükseklisans eğitimimim sürecinde derslerde öğretim elemanlarımızın kişisel yaşantı ve deneyimlerine yer vermeleri sayesinde kültürel çeşitlilik ile ilgili farkındalık kazandım. I raised awareness of cultural diversity thanks to my lecturers/professors who included their personal lives and experiences in our courses during my undergraduate/graduate education

Appendix B

Culturally Responsive Teaching Questionnaire

<https://forms.gle/1tcymocbDwe22wdh7>

Culturally Responsive Teaching Readiness Questionnaire

27.11.2024 12:50

Culturally Responsive Teaching Readiness Questionnaire

Dear English Instructors,

Thank you for taking part in this study. This study is conducted by Büşra Yener, a graduate student in İhsan Doğramacı Bilkent University's Teaching English as a Foreign Language (TEFL) master's program. The study is supervised by Asst. Prof. Dr. Tijen Akşit. The aim of this questionnaire is to **interpret the Turkish EFL Teachers' personal and professional readiness levels for teaching in culturally diverse classes at the tertiary level**. The target population of this study involves Turkish in-service EFL teachers in the English preparatory programs of foundation universities in the İstanbul province. The findings of this questionnaire will be used for the researcher's master's thesis purposes only, and the data will not be shared with any other people or organizations. The responses will be collected anonymously and the confidentiality of the personal data will be maintained.

The questionnaire * has closed and Likert scale questions, and it will take approximately 15 minutes to complete.

*adapted from Karataş and Oral (2017)

By continuing this questionnaire, you agree the following terms:

1. You understand the purpose of the study and your involvement in it,
2. You may withdraw from the study at any stage, and this will not affect your status now or in the future.
3. The data obtained from this study will be accessed only by the researcher, and your response will remain confidential.
4. The data obtained from this study will only be used for this thesis and other related research purposes (e.g., journal articles, conferences, etc.)
5. The data obtained from this study will be kept in the researcher's computer system, which can only be accessed by the researcher herself via password protection.
6. You understand that you can contact the researcher for any problems, questions, or requests for accessing the results of the study.

Participation in the questionnaire is entirely voluntary. For further information or inquiries, you can contact the researcher, Büşra Yener [REDACTED].

* Indicates required question

* Indicates required question

Please check the statements below if you meet the participation criteria and agree to participate

1. *

Check all that apply.

☐ "I am above 18 years old."

2. *

Check all that apply.

☐ "I confirm that I have read the information about the study, and the purpose of the study has been explained to me."

3. *

Check all that apply.

☐ "I understand and agree to participate, which is voluntary, and I can withdraw from the study at any time."

4. *

Check all that apply.

☐ "I understand what will happen to the data obtained from this study and who will have access to it."

5. *

Check all that apply.

☐ "I understand that this study has been reviewed by and received ethical approval from the Bilkent University Ethics Committee."

Background Information

This part includes the professional background of the participant. Please select the correct item that describes your background.

6. Please select your gender *

Mark only one oval.

- ☐ Male
☐ Female
☐ Prefer not to say

7. Please choose your bachelor's degree *

Mark only one oval.

- ☐ English Language Teaching
☐ English Language and Literature
☐ American Culture and Literature
☐ Translation and Interpreting
☐ English Linguistics
☐ Other

8. If applicable, please select your master's degree(s)

Check all that apply.

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Culture and Literature
- ☐ Translation and Interpreting
- ☐ English Linguistics
- ☐ Educational Sciences
- ☐ Other

9. If applicable, please select your Ph.D. degree(s)

Check all that apply.

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Culture and Literature
- ☐ Translation and Interpreting
- ☐ English Linguistics
- ☐ Educational Sciences
- ☐ Other

10. Please select your years of teaching experience at the tertiary level. *

Mark only one oval.

- ☐ 0-1
- ☐ 2-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16+

11. "I have studied and/or taught in any country other than Türkiye." *

Mark only one oval.

- ☐ Yes
☐ No

12. "In the classes I've taught in the English preparation programs at the tertiary level, there have been both Turkish and international students."

Mark only one oval.

- ☐ Yes
☐ No

13. If you answered "yes" to the previous question, please indicate the average international student population rate in your classes:

Mark only one oval.

- ☐ Only a few students
☐ 10% of the student population
☐ 25% of the student population
☐ Almost 50% of the student population
☐ More than 50% of the student population

Part 1 - CRT Personal Readiness

In this section, you have 12 statements regarding your personal experience in teaching in culturally diverse classrooms.

The items are formed on a Likert scale. Choose only one of the "1-totally disagree", "2-disagree", "3-undecided", "4-agree", or "5-totally agree" options that best describes your opinions, feelings, or experience.

14. 1. "I am ready to teach in a classroom where cultural diversity is experienced."

Mark only one oval.

	1	2	3	4	5	
Total:	☐	☐	☐	☐	☐	Totally agree

15. 2. "I am curious about the cultural values that my students have."

Mark only one oval.

	1	2	3	4	5	
Total:	☐	☐	☐	☐	☐	Totally agree

16. 3. "I think I need to consider my students' cultural values while I guide their learning."

Mark only one oval.

	1	2	3	4	5	
Total:	☐	☐	☐	☐	☐	Totally agree

17. 4. "I enjoy interacting with people from different cultures."

Mark only one oval.

	1	2	3	4	5	
Total:	☐	☐	☐	☐	☐	Totally agree

18. 5. "In my classroom, I don't tolerate my students to discriminate against one another due to their cultural differences."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

19. 6. "I think it is enjoyable to teach in a culturally diverse classroom."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

20. 7. "Considering cultural diversity, I can teach anywhere in Türkiye."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

21. 8. "Both inside and outside the classroom, I increase interactions with my students who are not native speakers of Turkish by learning words and sentences from their native language."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

22. 9. "I encourage students to give specific examples related to their own cultures during class time."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

23. 10. "I think that students' academic success will increase if teaching is carried out considering their cultural environment in which they grew up."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

24. 11. "If left to my choice, I would teach in a place where there are culturally different people than me."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

25. 12. "I think that our education system –from preschool to university– should be structured to represent cultural diversity in Türkiye."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

CRT - Professional Readiness

In this section, you have nine statements regarding your personal experience in teaching in culturally diverse classrooms.

The items are formed on a Likert scale. Choose only one of the "1-totally disagree", "2-disagree", "3-undecided", "4-agree", or "5-totally agree" options that best describes your opinions, feelings, or experience.

26. 13. "Throughout my undergraduate/graduate education, our lecturers/professors raised awareness of cultural diversity in Türkiye."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

27. 14. "I think that the compulsory courses I took throughout my undergraduate/graduate education have contributed to my sensitivity to cultural values."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

28. 15. "I consider my undergraduate/graduate education adequate for raising awareness of cultural diversity in Turkey."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

29. 16. " Throughout my undergraduate/graduate education, I raised awareness of cultural diversity in experienced in Türkiye's borders."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

30. 17. " Throughout my undergraduate/graduate education, I gained knowledge about differe cultures in Türkiye."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

31. 18. " I'm aware that students' cultural lives should be used as a tool to fulfill their learning objectives."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

32. 19. " I consider the textbooks/course materials studied in undergraduate/graduate education courses adequate for involving knowledge about cultural diversity in Türkiye."

Mark only one oval.

	1	2	3	4	5	
Total	☐	☐	☐	☐	☐	Totally agree

33. 20. "I think that the electives I took throughout my undergraduate/graduate education have contributed to me in terms of sensitivity to cultural values."

Mark only one oval.

1 2 3 4 5

Total ☐ ☐ ☐ ☐ ☐ Totally agree

34. 21. "I raised awareness of cultural diversity thanks to my lecturers/professors who include their personal lives and experiences in our courses during my undergraduate/graduate education."

Mark only one oval.

1 2 3 4 5

Total ☐ ☐ ☐ ☐ ☐ Totally agree

Invitation to an Online Interview

Dear participant, in this section, you are kindly invited to take part in the next phase of this study. This second phase includes a **semi-structured interview** regarding your teaching experience in culturally diverse classrooms, the problem you encountered, and the solutions you applied or suggested.

This interview section is expected to last for 30 minutes, and for your convenience, it will be held via a video or phone call. Your responses will be collected and used only for research purposes, and for ethical concerns, approval from the Bilkent University Ethics Committee is obtained. Before starting the interview, you will be asked to complete your consent form.

If you would like to contribute to this study, **you can indicate your e-mail or phone number below for contact information.** The researcher will contact you using your email address to arrange an appropriate time period for the interview.

35. Please write your email or phone number to participate in the interview.

This content is neither created nor endorsed by Google.

Google Forms

Appendix C

Consent Form for the Interview

Thank you for taking part in this study. This study is conducted by Büşra Yener, a graduate student in İhsan Doğramacı Bilkent University's Teaching English as a Foreign Language (TEFL) master's program. The study is supervised by Asst. Prof. Dr. Tijen Akşit, who is an academic member of the TEFL master's program. The aim of this study is to interpret the Turkish EFL teachers' approach to culturally responsive pedagogy (CRT) and their problem-solving strategies related to CRT in their diverse tertiary classrooms. The target audience for this study is the Turkish in-service EFL teachers in English preparatory programs of the foundation universities in İstanbul, and their experience of teaching in multicultural classrooms with international students is the main focus of the study.

The data obtained through this interview will be used for the researcher's master's dissertation research, and the data will not be shared with any people or organization. To provide confidentiality, the information regarding your actual identity and your responses during the interview will only be accessible to the researcher. During the analysis, your name and personal information will not be used; you will be assigned a random numerical code. Your responses will be video or audio-recorded for transcription purposes only, and later, the recordings will be deleted. The transcribed documents will be kept without indicating your name in the researcher's computer system and will only be accessible to the researcher. Lastly, the documents will not be shared with any people or organization, and your responses will not affect your rights in your institution.

☐ *I read and understand the purpose of this study, my role in it, how my responses are recorded during the interview, and what happens to them after the interview. I understand that I participate in this interview voluntarily and I can withdraw at any time without facing any consequences.*

Appendix D

Interview Questions

1. What do you understand from the role of culture in education (ELT)?
2. What do you think about teaching in a classroom where there is cultural diversity?
3. What strategies do you think EFL teachers need to employ to teach effectively in a culturally diverse classroom? In terms of:
 - a. Curriculum and instruction
 - b. Classroom management
 - c. Student assessment
 - d. Cultural enrichment
4. Do you manage to employ these strategies fully?
 - a. How?
 - b. Why not?
5. If you experience any difficulties, what are they?
 - a. How do you overcome these difficulties?
 - b. (optional) what about students?
6. Would you like to add any other comments about teaching in a culturally diverse classroom?

Appendix E

Ethics Board Approval



Bilkent Üniversitesi

Sayı : E-19220902-600.605-58305
Konu : 624 no.lu Etik Onay Başvurusu

18/12/2024

Sayın Eğitimci Dr. Öğretim Üyesi Tijen AKŞİT

Danışmanı olduğunuz Eğitim Bilimleri Enstitüsü, Yabancı Dil Olarak İngilizce Öğretimi yüksek lisans programı öğrencisi Büşra Yener'in 624 no.lu "Turkish EFL (English as a Foreign Language) Teachers' Culturally Responsive Teaching Readiness Levels: A Mixed Study on Teachers' Culturally Responsiveness in Multicultural EFL Classrooms at Tertiary Level." adlı çalışma kapsamında yapmayı önerdiğiniz etkinlik için yaptığınız başvuru Bilkent Üniversitesi, İnsan Araştırmaları Etik Kurulu'nun 11/12/2024 tarih ve İAEK_2024_12_11_01 sayılı toplantısında görüşülmüş olup etkinliğin genel bilim etiği açısından uygun olduğuna karar verilmiştir.

Bu karar, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmesi olup, çalışmanızda, kurumumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlü olduğunuzu bildiririz.

Kurul kararı ekte sunulmaktadır.
Bilgilerinizi rica ederim.

Prof. Dr. Halil Altay GÜVENİR
Bilkent Üniversitesi İnsan Araştırmaları Etik Kurul Başkanı

Ek: Karar

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Evrak doğrulama <https://ebys-dogrulama.bilkent.edu.tr/> adresinden d2323e9f kodu ile yapılabilir.

Bilkent Üniversitesi, 06800 Bilkent Ankara
Tel: (0 312)290 40 00 Faks: (0 312)266 41 27 www.bilkent.edu.tr
ebys@bilkent.edu.tr - bilkentuni@hs01.kep.tr

Bilgi için: Birgül BULUT
Yönetici Sekreter
Telefon No: 0 312 29012 14





Bilkent Üniversitesi

AKADEMİK İŞLER REKTÖR YARDIMCILIĞI

İNSAN ARAŞTIRMALARI ETİK KURULU KARARLARI

Toplantı Tarihi : 11/12/2024
Toplantı No : İAEK_2024_12_11_01
Saat : 17:00

Üyeler: Prof. Dr. Halil Altay Güvenir (Başkan), Bilgisayar Mühendisliği
Doç. Dr. Işık Yuluğ, Moleküler Biyoloji ve Genetik
Dr. Öğr. Üyesi Burcu Ayşen Ürgen, Psikoloji
Dr. Öğr. Üyesi Şemsi Barış Özçelik, Hukuk
Uzman Öğretim Görevlisi Dr. Emine Öncüler Yayalar, Siyaset Bilimi ve Kamu Yönetimi
Prof. Dr. Özgür Ulusoy (Yedek Üye), Bilgisayar Mühendisliği
Dr. Öğr. Üyesi Pınar Altınok Ormancı (Yedek Üye), Hukuk

Gündem: 624 no.lu "Turkish EFL ..." adlı çalışma için etik kurul onay başvurusu.

Karar: Üniversitemiz Eğitim Fakültesi, Eğitimci Dr. Öğretim Üyesi Tijen Akşit danışmanlığında, Eğitim Bilimleri Enstitüsü, Yabancı Dil Olarak İngilizce Öğretimi yüksek lisans programı öğrencisi Büşra Yener'in 624 no.lu "Turkish EFL (English as a Foreign Language) Teachers' Culturally Responsive Teaching Readiness Levels: A Mixed Study on Teachers' Culturally Responsiveness in Multicultural EFL Classrooms at Tertiary Level." adlı çalışma kapsamında yapmayı önerdikleri etkinliğin genel bilim etiği açısından uygun olduğuna, uygunluk verilen çalışma önerisinin karar ekinde yer alan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerli olduğuna, toplantıya katılan üyelerin oy birliği ile karar verildi.

Prof. Dr. Halil Altay GÜVENİR
Başkan
Katıldı

Doç. Dr. Işık YULUĞ
Üye
Katıldı

Dr. Öğr. Üyesi Burcu Ayşen ÜRGEN
Üye
Katıldı

Dr. Öğr. Üyesi Şemsi Barış ÖZÇELİK
Üye
Toplantıya Katılmadı

Dr. Emine ÖNCÜLER YAYALAR
Üye
Katıldı

Prof. Dr. Özgür ULUSOY
Yedek Üye
Katıldı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Evrak doğrulama <https://ebys-dogrulama.bilkent.edu.tr/> adresinden 4f742037 kodu ile yapılabilir.

Bilkent Üniversitesi, 06800 Bilkent Ankara
Tel: (0 312)290 40 00 Faks: (0 312)266 41 27 www.bilkent.edu.tr
ebys@bilkent.edu.tr - bilkentuni@hs01.kep.tr

Bilgi için: Birgül BULUT
Yönetici Sekreter
Telefon No: 0 312 29012 14

