

Are We Really Ready to Accommodate Cultural Diversity in Our Language Classes?

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Abstract

After the civil war and the terrorist threat experienced in Syria and Iraq recently, school-age children of the families who were forced to migrate to Turkey have gradually begun to be incorporated into Turkish education system. Although the engagement is few in number now, it will increase within the next years in line with the planning, and culturally diverse classrooms will be added to the agenda of Turkish education system. This study examines the approaches of the native pre-service teachers in Turkey to culturally diverse classrooms, to what extent they consider themselves adequate in providing literacy instruction in these classrooms, and briefly whether or not they are ready for such classrooms. In this survey study, 141 pre-service teachers from four universities were interviewed. As a result of the research, it was found that more than half of the pre-service teachers interviewed disapprove of instructing in culturally diverse classrooms and three out of every four pre-service teachers consider their education program inadequate in preparing themselves for these classrooms.

Keywords: literacy instruction, cultural diversity, preservice teachers

1. Introduction

The case of culturally diverse classrooms is an issue Western countries have already been confronted with (Kennedy, 2008; Taylor, 2000, Xu, 2000a, b) and Turkey has also begun to be confronted with this situation after the recent forced migrations. Although not all of the school-age children from Syria, Iraq and other countries have been included in classrooms yet, some of them were placed in formal educational institutions. After the placement of approximately six thousand students in Turkish classrooms, education in culturally diverse classrooms will be a fact of Turkish education system with its positive and negative aspects.

In fact, considered enrichment in case of high social classroom interaction and of well-prepared and equipped teachers, multiculturalism may be a serious problem in the cases where teacher becomes inadequate. According to the researchers in the field, diversity of each student may turn into a rich treasure to be utilized by other students in the classroom in understanding and interpreting the materials they read and listen to or generating an idea about any issue and writing it out, provided that diverse cultural backgrounds are used effectively with the proper interventions of teacher (Parsons, Brown and Worley, 2004). But it may convert into a serious issue hindering the class education and causing various discipline problems in case teacher becomes inadequate.

Since the settlement of multilingualistic and multicultural communities was carried out in earlier periods in Western countries, the fact that it is a requirement for teachers to receive education for multicultural classes was stated much earlier by researchers (Aydin, 2013; Rosen and Abt-Perkins, 2000). It is because students in culturally diverse classrooms may have different requirements from the students sharing a single cultural infrastructure.

The findings of the researchers indicate that the students with diverse cultural backgrounds need to study more, especially in reading and writing education, receive support from the native peers and teachers (for example, the native peers and teachers should listen to everything they write and help them eliminate their shortfalls), be engaged in teamwork based on cooperation, study personally with teacher, receive direct instruction for certain skills, acquire a more flexible measurement-evaluation practice, and the use of special methods and techniques regarding their specific needs (Hornick, 1986; Ensar, 2014). Furthermore, the recent studies emphasize primarily the need for creating an atmosphere based on interest, respect and trust in the classroom, then preparation and meticulous implementation of a curriculum considering the cultures and backgrounds of the students, ensuring the group interaction, and the importance of the dialogic teaching (McIntyre, Hulan and Layne, 2011).

Considering the points stated by the researchers contribute not only to the promotion of language skills of the students with different cultural infrastructures, it also influences their general academic achievement. It is because the field studies express that students with different cultures constantly experience failures in their academic lives and the most crucial reason for this situation is the restrictions in their literacy skills (Hoffman and Pearson, 2000; Kaya, 2015; Xu, 2000b). Thus, concerns about culturally diverse classrooms in the countries confronted with such classrooms earlier raised by language teachers, as well as teachers in other fields (Boyer, 2004).

In the light of these evaluations, it is possible to state that language teachers in culturally diverse classrooms play key roles. The studies draw attention to three properties of teachers and pre-service teachers

who will instruct in culturally diverse classrooms (Kaya & Aydin, 2014). The first one of these properties is pedagogical and cultural knowledge, the second is experience and the third are attitudes and approaches. Language teachers in culturally diverse classrooms basically require culture, language, pedagogical knowledge associated with culture, and method and material knowledge that will be necessary while providing language education in these classrooms (Aydin & Ozfidan, 2014; Rosen ve Abt-Perkins, 2000). Because just the knowledge equipment will, of course, not be adequate, pre-service teachers should perform practices in such classrooms, gain experience, recognize culturally diverse classrooms and students with different cultures and promote their skills in line with the knowledge they acquire (Lazar, 2007). Such implementations will minimize the problems based on cultural alienation arising from the fact that teachers do not interact with different cultures (Xu, 2000b).

The final properties of teachers, which have an impact on success, are their attitudes and approaches. Positive attitudes and approaches supporting students enhance the success in literacy education in the classrooms where cultural diversity is considerable. Even if there is no special precautions taken for such students in the programs applied in schools, positive attitudes and approaches of teachers can minimize the probable negative effects (Hornick, 1986). It is the most crucial point of education in culturally diverse classrooms for teachers to empathize especially with students and understand their lives, their experiences, and the negative situations they were affected by and continue to be affected (Gunn and King, 2015; Zenkov et al., 2014). Considering the importance of attitudes and approaches, there have been many studies conducted on approaches and beliefs of teachers and pre-service teachers, and their attitudes toward culturally diverse students in the countries confronted with such classrooms earlier. A significant part of these studies focused on the education provided for pre-service teachers and the experiences they gained in the classrooms. These studies put forward that the education provided has a quite restricted impact especially on the attitudes of pre-service teachers and their consideration about the culturally diverse students since these teachers keep living in their dominant cultural environment and they do not interact with other cultures (Xu, 2000b; Cannella and Reiff, 1994; Goodwin, 1997). On the other hand, a range of research conducted after 2000s indicate that the education provided in the faculties enhances the attitudes of the pre-service teachers and their enthusiasm to work in culturally diverse classrooms provided that course contents are well-structured (Clark and Medina, 2000; Lazar, 2007).

Moreover, the studies focusing on experiences pre-service teachers gain in the classrooms state that practices performed in culturally diverse classrooms have a significant effect on attitudes and approaches (Cobb, 2005; Goodwin, 1997; Kyles and Olafson, 2008). Considering culturally diverse classrooms in particular, experiences gained by pre-service teachers in actual classroom environment are just as important for their professional development as the education they received (Moore and Ritter, 2008; Kyles and Olafson, 2008). It is because the researchers express that pre-service teachers' own lives, their experiences in the classrooms, their ideologies and their interactions with other cultures shape their consideration about the students with different cultures (Hu, 2000a; Clark and Median, 2000; Kyles and Olafson, 2008).

The evaluations carried out so far put forward how a significant effect teacher training programs have in preparation of teachers for culturally diverse classrooms (Faltis, 2014). Because it is the sole responsibility of teacher training programs both to create pedagogical knowledge infrastructure such as methods, techniques, measurement-evaluation practices, and enable pre-service teachers to gain experience by organizing the school practices (Taylor, 2000). However, there have been studies proving the various difficulties encountered especially in the recent years in raising teachers to instruct in multicultural schools. A number of issues such as scholars' learning the new methods required to be considered by teachers to train in multicultural schools and transferring them rapidly to the pre-service teachers, inconsistency between teacher roles on pre-service teachers' minds and the roles the modern theories provide for teachers (Karatas & Oral, 2015), inflexibility of teachers' beliefs concerning knowledge, learning and teaching, school culture despite entering classroom with the most current and ideal knowledge, interaction with other teachers in school and hindrance of teacher's new method application by the microculture among students make teacher training process for culturally diverse classrooms difficult (Wang & Odell, 2003). Nevertheless, teacher training programs' obligation to fulfill their responsibilities continues despite all difficulties.

Considering the situation in Turkey, it becomes evident that this country has not great experiences in this issue due to the fact that there has not been a culturally diverse classroom in the country until recently as stated earlier. Thus, it is known that there is no course directly associated with culturally diverse classrooms in teacher training programs in Turkey and that no perception allowing for gaining experience in school applications as well has been announced through official channels so far (Aydin, 2012; Gunay & Aydin, 2015). Therefore, it is impossible to speak of an implementation enabling pre-service teachers to gain pedagogical knowledge and experience they will need. Yet, it is obvious that a study to determine whether or not we are ready for culturally diverse classrooms in terms of teacher attitudes and approaches, which are as important as pedagogical knowledge and experience, may be the first step. In this respect, this study aims to specify pre-service teachers' approaches to instructing in culturally diverse classrooms and reveal the justifications shaping

these approaches. It is believed that the justifications which are set forth by pre-service teachers during their discussions will provide significant data for both shaping teacher education and regulating social programs to be created for changing the social perception of multiculturalism. Accordingly, pre-service teachers' opinions on adequacy of the education they receive are considered important since these opinions show their perceptions of teacher education programs. Pre-service teachers' regarding their programs inadequate even though they show positive approaches demonstrates that their trust and belief in education are weak, and such knowledge may be regarded an important indicator in structuring future programs. Hence, collecting data for this issue as well is considered to be useful. The study searches for replies to the following questions for these purposes:

1. What are pre-service Turkish teachers' approaches to instructing in culturally diverse classrooms?
2. What kind of justifications do pre-service teachers set forth in their discussions concerning their approaches?
3. Do pre-service teachers consider the education they receive to instruct in culturally diverse classrooms adequate?

2. Method

2.1 Research Design

This study is a survey model research where qualitative data collection and evaluation techniques are utilized. In such studies, researchers analyze a specific feature of a specific group using interviews from quantitative data collection techniques apart from qualitative data (Creswell, 2012). Because the purpose of the study is to examine pre-service Turkish teachers' opinions on instructing in culturally diverse classrooms composed of students with different cultural backgrounds, interviews were also used in this study.

2.2 Study Group

Interview forms prepared for collecting study data were transmitted to Turkish language teaching final-grade students who are still studying in four individual faculties of education in Turkey. 141 of all interview forms were completed in full and submitted to the researcher. 83 of the pre-service teachers, whose opinions are evaluated, are females, and 58 of them are males.

2.3 Tool

Research data were collected via a structured interview form. The form is composed of two inner parts. In the first part, the pre-service teachers were presented study samples belonging to students studying at the same grade of a middle school. The purpose of presenting these samples is to concretely show that students in our classrooms have different learning needs. Afterwards, the situations of Iraq and Syria based students having enrolled in the same class at the beginning of the year were described. In the course of descriptions, the information taken from the relevant grade's Turkish teacher was preserved and nothing added or omitted. Due to the fact that students from each country did not have reading and writing skills to be able to create a written text, no materials were available to be sent along with the form. Thus, their situations were described in detail from the perspective of their teachers.

In the second part of the form, the pre-service teachers are requested to explain whether they would satisfy the needs of the students at issue, if they were the teachers of the classroom they studied in. Since pre-service teachers are requested to express their opinions particularly about the adequacy of the program they are trained in, questions for this issue as well are prepared and added to the form.

2.4 Data Collection and Analysis

Because the pre-service teachers study in different cities, the data collection forms prepared were sent to them in hard copies. They were considered to have more time to think the issue out and express themselves better in case they reply to the form in writing. There is no time restriction on completing the forms.

In the course of data analysis, first of all, the pre-service teachers' general approaches to whether they would instruct in culturally diverse classrooms were subjected to descriptive analysis, these approaches were classified into three main titles as "positive", "negative" and "partially positive" approaches and their percent and frequency values were calculated. Then, within each approach, content analysis was performed for the justifications and discussions set forth by the pre-service teachers to support their opinions, and it was concluded that the themes differentiated depending on the positive or negative approach. Therefore, separate themes were created for positive and negative approaches. The themes were not created beforehand, they were specified on the basis of the pre-service teachers' opinions.

Afterwards, the pre-service teachers' opinions on to what extent the pre-service teachers' education/the program they study in prepares them for instructing in culturally diverse classrooms were subjected to descriptive analysis.

3. Findings

3.1 Pre-Service Turkish Teachers' Approaches to Instructing in Culturally Diverse Classrooms

58 (41%) of the pre-service Turkish teachers engaging in the study made positive statements on instructing in culturally diverse classrooms. The pre-service teachers in this group expressed that they could satisfy the learning needs of the students with different cultures and different language levels. Four (3%) pre-service teachers made statements showing their partially positive opinions. Finally, 79 (56%) of pre-service teachers included in the study made negative statements on instructing in classrooms where students with different cultural backgrounds study.

Afterwards, in the content analysis on discussions and justifications through which the pre-service teachers brought their approaches into the forefront, it was determined that the themes differentiated for each approach and separate themes were created for positive and negative approaches and these themes were presented in Table 1 with the sample sentences. No themes were created for "partially positive" approach since the pre-service teachers having partially positive approaches are few in number and there is not any obvious theme in their discussions.

The approach-related discussions and justifications of the pre-service teachers who were identified to show positive approaches to instructing in culturally diverse classrooms focused on four themes. In the content analysis performed, they were called extra effort, personal development, individual commitment and instructional precautions.

The pre-service teachers who focused on extra effort in their discussions and justifications usually expressed that they may spare extra time to be able to satisfy the learning needs of the students in culturally diverse classrooms, also spare time for students who are in need of help by staying at school after the courses end and provide additional training for needing students after school. It can be concluded that these teachers are voluntary for additional studies.

The pre-service teachers focusing on personal development are identified to touch on improving their skills or obtaining the equipment adequate in satisfying the needs of the students in culturally diverse classrooms with their own efforts apart from the education they receive. This development seems to be clustered in two main points. The first of them is self-improvement on diverse cultures, especially gaining cultural background required for Syrian and Iraqi students; and the second one is to enhance their pedagogical adequacy. The pre-service teachers made statements pointing out the importance of enriching their knowledge accumulation in both Turkish culture and the target group cultures, additionally the requirement for methods and techniques to be utilized while studying with culturally diverse children and emphasizing individual efforts rather than formal education in this issue.

It can be shown that the pre-service teachers giving the professional commitment prominence in their discussions and justifications usually attribute to the moral aspect and responsibilities of teaching profession and state that providing education that will satisfy the needs of all students including the ones with different cultural backgrounds is a requisite for being teacher.

Lastly, the approach-related discussions and justifications of some of the pre-service teachers determined to show positive approaches to instructing in culturally diverse classrooms handled the precautions that could be taken within the course. These pre-service teachers stated that they might try to satisfy the different learning needs of the students in culturally diverse classrooms by applying various programs in the classroom, supporting in-class process through cooperation with families and ensuring positive relationship among the students in the classroom. They focused on creating a motivating classroom atmosphere by supporting the positive relationship among the students, applying individualized programs which could regard the need of each individual and ensuring that in-class activities are supported by out-of-school factors like families.

Emphasizing their pedagogical inadequacy in their discussions and justifications, the pre-service teachers touched on that they received education to improve the skills of just the students who are over the basic literacy levels and whose mother language is Turkish, and that they were not trained to satisfy the needs of the students with different linguistic and cultural backgrounds. The pre-service teachers considered the fact that their pedagogical education, namely the professional training, which creates the infrastructure of the time they will spend throughout their lives, was not designed in accordance with the multicultural education an important factor. In fact, it becomes evident that the pre-service teachers having positive approaches to this issue also referred to this point, but they stated that the students would make effort to close the gap in this field through personal development.

Table 1. Pre-service Teachers' Approaches to Instructing in Culturally Diverse Classrooms

Approach	Theme	Sample Sentences
Positive	Extra Effort	<p>"I would try to close this gap with particular studies lasting a couple of hours after school." (PSTT-36)</p> <p>"A Turkmen student can speak Turkish since they are Turk. A Syrian student, on the other hand, neither knows the language nor the alphabet. It is a difficult situation for a teacher. I can resolve this problem by sparing time for these students at the weekend." (PSTT-48)</p> <p>"It will be difficult, but I can provide the education necessary for them working overtime and giving care." (PSTT-85)</p>
	Personal Development	<p>"I would do my best to ensure them psychologically comply with the courses. I would help their learning by getting information about their cultures." (PSTT-14)</p> <p>"I think, I could teach the language together with the culture provided that I have a high level of culture." (PSTT-16)</p> <p>"I would do some research and review the studies concerning such issues if available, and let them perform practices in line with these studies." (PSTT-113)</p> <p>"I would have difficulty, but I would search for what I should do. I would try to communicate with my colleagues who are in the same position as me." (PSTT-136)</p>
	Professional Commitment	<p>"Losing your heart to this profession means regarding every child as your own. Regardless, I would satisfy their learning needs considering the difficulties they experience." (PSTT-26)</p> <p>"As a teacher, I would try to help as far as I could." (PSTT-60)</p> <p>"I can satisfy the needs of the students. But I cannot know how successful I could be. I would do my best in the light of knowledge I have gained so far." (PSTT-60)</p> <p>"There are also students like the ones described in the paragraph in the schools we undergo training. ...Children are generally enthusiastic about learning. But, I witnessed that the required knowledge and training are not provided in the schools. Teaching profession requires addressing every student." (PSTT-123)</p>
	Instructional Precautions	<p>"...I would incorporate them into the group in the class in every process. Training would become more pleasurable by promoting the positive relationship with the peers. I would also simplify the teaching process." (PSTT-65)</p> <p>"I could enable them to comply with the classroom by applying a different program for them." (PSTT-93)</p> <p>"I would try to do something by using the relevant methods, techniques and applications on the basis of individualized education and training models." (PSTT-115)</p>
Negative	Pedagogical Inadequacy Belief	<p>"Because we received training for the students having basic literacy education, I would have difficulty in instructing such students." (PSTT-2)</p> <p>"Unfortunately, I cannot think of it." "The education I received allows me to provide training only for the children whose mother language is Turkish." (PSTT-18)</p> <p>"As a result of the education I received, I do not think that I could satisfy the needs of the students with different cultures and requirements." (PSTT-33)</p> <p>"Because we have not witnessed such a refugee problem beforehand, we were not provided with this kind of education. In-service training is a must for this issue. Otherwise, I do not think anything will be useful." (PSTT-35)</p> <p>"Since these students speak different languages, they would have difficulty in expressing themselves. Teacher should also have awareness and education concerning this issue to be able to instruct in culturally diverse classroom environment. I am not trained" (PSTT-139)</p>
	Experience Shortfall	<p>"I do not have enough experience with it." (PSTT-12)</p> <p>"No, not now. Perhaps I will have an idea about what to do when I become an experienced teacher." (PSTT-13)</p> <p>"I definitely do not believe that I will be so experienced. Provided that I find more appropriate time and improve myself more, I can reach to a level to satisfy these needs." (PSTT-91)</p>

	Alienation from Language and Culture	<p><i>"It would be almost impossible for me. Both not knowing their culture and their not knowing Turkish prevent us from finding a common ground."</i> (PSTT-8)</p> <p><i>"No, I do not think of it. Because, I do not have any knowledge about their language and culture. Since I do not know their language, I may have trouble in communicating with them."</i> (PSTT-95)</p> <p><i>"I do not think I could satisfy the needs of the students in culturally diverse classrooms. Being able to be helpful for the children with different languages, alphabet and so on while having trouble with satisfying the individual needs of even the students with the same culture..."</i> (PSTT-101)</p>
	Concerns about the Application	<p><i>"No matter how the education we receive is satisfying, I think we would have trouble with implementation."</i> (PSTT-49)</p> <p><i>"No, it is not possible. "It would be unfair for both student groups."</i> (PSTT-51)</p> <p><i>"No. I could have to divide the class into two, even three groups. I do not approve that foreign students are educated in this way. Because, the student is not able to comply with class and they fall behind in the class. They should make much more efforts than the other students. The other students are also affected negatively from this situation."</i> (PSTT-63)</p> <p><i>"Certainly not. The subsequent students cannot be on the same level as the existing students. Because their experiences are different."</i>(PSTT-87)</p>
	Believing in Failure	<p><i>"I would like to satisfy the needs of the students, but it is very difficult."</i> (PSTT-11)</p> <p><i>"I cannot think of it since it is a quite difficult task."</i> (PSTT-29)</p> <p><i>"I know that I would have difficulty. I do not suppose that I would be successful."</i> (PSTT-73)</p>

Some of the pre-service teachers having negative approaches to instructing in culturally diverse classrooms focused on experience inadequacy in their discussions and justifications. The pre-service teachers in this group touched on their lack of experience and added that they would be able to instruct in culturally diverse classrooms after gaining enough experience.

The pre-service teachers who laid stress on their pedagogical inadequacy in their discussions and justifications considered their unfamiliarity with other cultures and languages leading their classrooms to be multicultural an obstacle to instruct in such classrooms. In fact, this is an issue mentioned by the pre-service teachers having positive approaches to instructing in culturally diverse classrooms, and they even expressed again that they have concerns about the probable negative effects. However, the pre-service teachers having positive approaches emphasized that development in this area is possible with their own personal efforts and they stated they would strive for this issue. In this perspective, it becomes evident that both groups emphasized their inadequacy concerning different cultures and presented that not having a good knowledge of different cultures is a problem for the education.

Some of the consulted pre-service teachers having negative approaches to instructing in culturally diverse classrooms focused on the problems they would be confronted with during implementation. A significant part of the pre-service teachers stated that they will have problems in the classrooms during application, the actual classroom environments and the applied teaching policies are not appropriate for culturally diverse classrooms and that the native speakers will, at all events, be adversely affected by the situation in case culturally diverse classrooms are created and implementations to satisfy the needs of all students are started.

The last point focused by the pre-service teachers having negative approaches to instructing in culturally diverse classrooms in their discussions is their belief in failure. The pre-service teachers in this group stated that they believe in the impossibility of satisfying the needs of all children simultaneously in culturally diverse classrooms and added that the aimed work is quite difficult. Most pre-service teachers expressed that it is a challenging process requiring much effort and they should make great sacrifices. They also stated that they do not want to make so many efforts and sacrifices. Actually, extra effort and sacrifice are also the themes that are frequently encountered in the discussions of the teachers having positive approaches to instructing in culturally diverse classrooms and satisfy the needs of all students in these classrooms. Basically, the common ground for two groups is their belief in the necessity of extra effort and sacrifice. They differed at the points that the pre-service teachers having positive approaches were voluntary to make extra effort and sacrifice because of their belief in being successful, and the teachers having negative approaches were not so voluntary.

3.2 Pre-Service Turkish Teachers' Evaluations of the Education They Receive to Instruct in Culturally Diverse Classrooms

The opinions of the consulted pre-service teachers on whether the training they receive in Turkish education departments to instruct in culturally diverse classrooms is adequate or not were examined via descriptive analysis

and the results were presented in Table 2.

Table 2. The Opinions of the Pre-service Teachers on the Adequacy of the Program They are Trained in

Approach to Instructing in Culturally Diverse Classrooms	Adequate		Partially Adequate		Inadequate	
	f	%	f	%	f	%
Positive	17	12	5	4	36	25
Partially Positive	0	0	1	0	3	2
Negative	5	4	5	4	69	49
Total	22	16	11	8	108	76

Three out of every four consulted pre-service teachers (108, 76%) expressed that the education they receive is not adequate in satisfying the needs of the students in culturally diverse classrooms. The number of pre-service teachers considering the education they receive partially adequate is 11 (8%) in total while the number of the ones considering it adequate is 22 (16%) in total.

Regarding the pre-service teachers' evaluation of their education in terms of their approaches to instructing in culturally diverse classrooms, it becomes evident that quite serious differentiation exists. In fact, the teachers in all groups who consider the education they receive inadequate is higher in number. As a matter of fact, as observed in content analysis results above, both the statements of the teachers having positive approaches suggesting that they could improve themselves pedagogically under the theme of personal development and the statements of the pre-service teachers having negative approaches emphasizing that the education they receive is not adequate to instruct in culturally diverse classrooms under the theme of pedagogical inadequacy show that both groups come together on the inadequacy of the program. Yet, it can be stated that the pre-service teachers having positive approaches to instructing in culturally diverse classrooms consider the adequacy of education they receive more moderately. It can be proportionately expressed that one out of every three teachers having positive approaches to instructing in culturally diverse classrooms consider the education they receive adequate while this ratio is fifteenth in teachers having negative approaches. Regarding these results, it can be stated that the consulted teachers generally consider the education they receive inadequate to instruct in culturally diverse classrooms.

4. Discussion and Conclusion

In the scope of the research, almost half of the consulted pre-service teachers have positive approaches to instructing in culturally diverse classrooms while the rest were negative about this issue. The teachers having positive approaches stated that they would try to satisfy the needs of the students in culturally diverse classrooms by making extra efforts, removing the pedagogical and cultural shortfalls by their own efforts or taking some instructional precautions in their classrooms (Aydin & Tonbuloglu, 2014). Referred by the pre-service teachers, these issues, namely dealing with the students personally and sparing more time for them, recognizing the students' cultural characteristics and showing relevant approaches, and using the methods, techniques and instructional applications that will satisfy the needs of them are also the points overemphasized by the researchers (Hornick, 1986). Similarly, synthesizing more than 50 researches conducted between 1987 and 2004, Ball (2006) categorized the elements significantly influencing the writing education into contextual, cultural and instructional applications and evaluated these applications under the title of cultural and instructional applications.

Unlike the previous studies, it was determined by the researcher that some of the pre-service teachers have professional commitment. Giving this theme prominence, the pre-service teachers emphasized the moral aspect and responsibilities of teaching profession. Actually, this is an approach appreciated by many researchers studying in the field of teacher education. This approach becomes more important particularly in the classrooms where children who suffered from war or had unfavorable experiences in the past are present. Empathizing with such students may change the instructional applications and the priorities of teachers and pre-service teachers (Abbate-Vaughn, 2006; Gunn and King, 2015). The most essential requirements of the students are these positive attitudes and approaches before teaching (Hornick, 1986). The field researches report that the applications allowing for discovering the students, their backgrounds, experiences and expectations, and enabling to develop empathy create important chances in pre-service teachers' opinions on their teaching roles and enhance the pre-service teachers to provide more support for the students and care more about their needs (Gunn and King, 2015; Moore and Ritter, 2008; Abbate-Vaughn, 2006; Tinkler and Tinkler, 2013).

On the hand, the pre-service teachers having negative approaches to instructing in culturally diverse classrooms make statements suggesting that they are of this opinion because they consider themselves pedagogically inadequate, they are inexperienced (Tinkler ve Tinkler, 2013), they are unfamiliar with the other languages and cultures, they have concerns about the application and they believe in failure. Pre-service teachers' concerns support their negative approaches and resemble the ones determined in the previous studies conducted beforehand (Boyer, 2004; Rouden & Rohl, 2006). Some justifications emphasized by the pre-service teachers in Turkey are also encountered in the studies conducted in other countries. In this respective, the following

conclusions and comments can be accomplished considering the literature:

The first justification stated by the pre-service teachers having negative approaches in the study is the pedagogical inadequacy perception. The pre-service teachers express that the education they receive does not support them pedagogically. The pre-service teachers also noted in the previous studies conducted in other countries that their theory-based education is inadequate in improving their teaching skills and more practice-based education is required. A significant part of the experienced educationalists interviewed in the same study also expressed that the teachers who are still trained are not pedagogically adequate for language education in culturally diverse classrooms (Louden & Rohl, 2006). Also in the study conducted by Boyer (2004), the pre-service teachers stated that they worry about not being able to satisfy the needs of the students through the proper methods and techniques. Moreover, the researchers notify that courses concerning education in culturally diverse classrooms started to be included in the teacher training programs in the United States of America (Akiba, 2011).

The second justification put forward by the pre-service teachers having negative approaches to instructing in culturally diverse classrooms is lack of experience. Practicing and testing the knowledge that are acquired at the faculty in the actual classroom environment are also considered important by the pre-service teachers in the countries having experience with culturally diverse classrooms (Tinkler and Tinkler, 2013). It becomes evident that also in a range of research conducted in the countries at issue, the pre-service teachers express that they need more school applications (Louden and Rohl, 2006).

Being unfamiliar with the language and culture of the students in culturally diverse classrooms is another justification put forward by pre-service teachers. Actually it is a case frequently encountered by teachers who were raised in regions and countries having a single dominant culture (Xu, 2000a). The results accomplished by Moore and Ritter (2008), who conducted a study to draw the pre-service teachers and the students with different cultures together, suggest that the pre-service teachers are right to worry. The researchers stated that the applications enabling interaction between pre-service teachers and students with diverse cultural backgrounds allow pre-service teachers to know the diverse cultures, students' lives and experiences, and their interests and expectations directly at first hand and change their perception of teaching profession and supportive roles of teaching (Moore and Ritter, 2008). In the cases where such applications are beside the point, pre-service teachers' having concerns is a normal situation.

The most noteworthy result of the study is pre-service teachers' opinions about the adequacy of the program they are studying in. Three out of every four pre-service teachers stated that the education they received did not provide them with the support necessary for instructing in culturally diverse classrooms. However, half of the pre-service teachers in the sample had positive approaches to instructing in culturally diverse classrooms. This shows that even the pre-service teachers with positive attitudes thought that the education provided to them was inadequate. It also indicates that pre-service teachers' belief and trust in the program they are studying in are weak in general.

To conclude, the obligation to instruct in culturally diverse classrooms and fully meet the learning needs of the students in these classrooms will, as stated by Rosen and Abt-Perkins (2000), be a problem that Turkish teachers will face in the short run. It seems very unlikely that either pre-service or in-service teachers will be able to cope with this problem without having the required education and experience. Although approximately half of the pre-service teachers in the sample feel ready to instruct in culturally diverse classrooms, it is obvious that they will have great difficulty in doing this, and will not be completely successful without necessary knowledge and experience. For this reason, it is necessary that both teacher training and in-service training programs create some space for lessons and seminars on the instruction of culturally diverse classrooms. The person to deliver these lessons and seminars is another important question which was previously experienced by Western countries (Wang & Odell, 2003). It was determined, based on the experiences of these countries, that the experiences of the instructors, who are to teach these lessons and seminars, in language teaching or even teaching Turkish as a second language would not be sufficient. The process before the instructors is difficult too, since the students in these classrooms are very young (Turkey is experienced in the instruction of Turkish as a second language to adults only), they will have their real places in the classrooms after being taught Turkish somehow, and they will still always be different from the students that are native speakers of Turkish (Turkey is experienced in language instruction to young student groups as native language instruction only). The most rational suggestion for the instructors would be to focus on the research in this subject, consider studying also in culturally diverse classrooms as well as the needs and characteristics of the students in these classrooms and expand their knowledge and skills in this subject area.

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