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THE RELATIONSHIP BETWEEN UNIVERSITY EFL TEACHERS'
TEACHING FOR SOCIAL JUSTICE BELIEFS AND THEIR
MULTICULTURAL TEACHING COMPETENCIES

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APPROVAL

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DEDICATION

To my beloved family…

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ABSTRACT

THE RELATIONSHIP BETWEEN UNIVERSITY EFL TEACHERS' TEACHING FOR SOCIAL JUSTICE BELIEFS AND THEIR MULTICULTURAL TEACHING COMPETENCIES

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The objective of this study is to investigate university EFL teachers' teaching for social justice beliefs, their multicultural teaching competence and possible relationship between these two phenomena. It is also aimed to make possible connections between demographic information of participants and the aforementioned subjects. In line with the study's objective, the participants consist of 102 university EFL teachers working at the universities chosen from Southeastern and Mediterranean regions of Turkey. The study data was gathered by three instruments: a demographic questionnaire, Learning to Teach for Social Justice-Beliefs (LTSJB) scale and Multicultural Teaching Competency scale (MTCS). Statistical Package for the Social Sciences (SPSS) program was used to analyze the data collected by the online participation. Statistical tests such as descriptive statistics, analysis of variance (ANOVA), independent sample t-test and Pearson's Correlation test were used to analyze the data. The results indicated that even though participants' multicultural teaching competencies seems to be on a high level, their beliefs on teaching for social justice remained lower than the compared literature studies. In addition, some of the demographic factors were found to make significant difference affecting participants both teaching for social justice beliefs and their multicultural teaching competencies. Finally, the study found out that there is a positive low correlation between teachers' teaching for social justice beliefs and their multicultural teaching competencies. In other words, it is found out that when teachers' commitment to teaching for social justice levels increase, their multicultural teaching competence levels increase accordingly.

Keywords: EFL teachers' teaching for social justice beliefs, multicultural teaching competence, critical teaching in ELT

ÖZ

ÜNİVERSİTE İNGİLİZCE ÖĞRETMENLERİNİN SOSYAL ADALET İÇİN ÖĞRETİM İNANÇLARI İLE ÇOK KÜLTÜRLÜ ÖĞRETİM YETERLİLİKLERİ ARASINDAKİ İLİŞKİ

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Bu çalışmanın amacı, üniversitedeki İngilizce öğretmenlerinin sosyal adalet öğretimine yönelik inançlarını, çok kültürlü öğretim yeterliliklerini ve bu iki olgu arasındaki olası ilişkiyi araştırmaktır. Ayrıca katılımcıların demografik bilgileri ile yukarıda belirtilen konular arasında olası bağlantıların kurulması amaçlanmaktadır. Araştırmanın amacına uygun olarak katılımcılar, Türkiye'nin Güneydoğu ve Akdeniz bölgelerinden seçilen üniversitelerde görev yapan 102 üniversite İngilizce öğretmeninden oluşmaktadır. Çalışmanın verileri üç araçla elde edilmiştir: demografik anket, LTSJB ölçeği ve MTCS ölçeği. Online katılımdan elde edilen verilerin analizi SPSS programı kullanılarak yapılmıştır. Verilerin analizinde aritmetik ortalama, standart sapma, frekans, t-testi, varyans analizi (ANOVA) ve Pearson Korelasyon testi gibi istatistiksel testler kullanıldı. Araştırmanın sonuçları, katılımcıların çokkültürlü öğretim yeterlikleri yüksek düzeyde gösterse de, sosyal adalet için öğretime bağlılık inançlarının, karşılaştırılan literatür çalışmalarına göre daha düşük kaldığını göstermiştir. Ayrıca, bazı demografik faktörlerin hem sosyal adalet inançlarına yönelik öğretim yapan katılımcıları hem de çok kültürlü öğretim yeterliklerini etkileyen önemli bir fark yarattığı tespit edilmiştir. Son olarak, araştırma, öğretmenlerin sosyal adalet için öğretme inançları ile çokkültürlü öğretim yeterlikleri arasında düşük bir pozitif ilişki olduğunu ortaya koymuştur. Diğer bir deyişle, öğretmenlerin sosyal adalete yönelik öğretime bağlılık düzeyleri arttıkça çokkültürlü öğretim yeterlik düzeylerinin de buna bağlı olarak arttığı tespit edilmiştir.

Anahtar Kelimeler: İngilizce öğretimi**,** sosyal adalet, çok kültürlü öğretim yeterliliği

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ABBREVIATONS

ANOVA	: Analysis of Variance
EFL	: English as a Foreign Language
ELT	: English Language Teaching
F	: Frequency
LTSJB	: Learning to Teach for Social Justice Beliefs
L2	: Second Language
M	: Mean
MA	: Master of Art
MTCS	: Multicultural Teaching Competency Scale
N	: Sample Size
SD	: Standard Deviation
SPSS	: Statistical Package for Social Sciences
P	: Significance Level
PhD	: Doctor of Philosophy

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1. INTRODUCTION

Due to the increasing number of immigrants admitted and their own different origins, a growing number of nations are attempting to place a greater focus on social justice problems and multi-cultural practices in their educational systems. Rodas and Osborn (2016) emphasize the connection between social justice and English language teaching by stating that there may be learners who come from diverse and disadvantaged groups of societies, which may place them in an inequity-filled environment in an EFL class and elicit emotions of failure in language learning.

Similarly, as Turkey's cultural diversity continues to grow daily as a result of the large number of new immigrants and refugees from other countries, the findings of this study will demonstrate the benefits of incorporating social justice into ELT language classrooms in order to create an environment where students from diverse backgrounds feel secure and socially equal. Recent studies in educational domain in Turkey like as Gürgen (2017) and Çevlik (2015) concentrated on leadership in social justice and teachers' perceptions of social justice problems, while Bahadır (2016) and Kervan (2017) examined teachers' views toward multi-cultural education. As a result, it is important that relevant issues need to be investigated further in the context of EFL teaching in Turkey. For the researcher, the study will aid in elucidating the link between EFL teachers teaching for social justice ideas and their multicultural classroom experiences, which, in Turkish context, many academics have not been able to investigate in detail.

Aims and Research Questions of the Study

In accordance with the aforementioned explained need of the issue, one of the study's objectives is to understand the social justice teaching beliefs of university EFL lecturers. Furthermore, as a secondary objective, the study will try to help better understanding of instructors' multi-cultural teaching abilities in their classes. Finally, the study will analyze the relationship between teachers' beliefs on social justice and their multi-cultural teaching competencies.

The study intends to fulfill its objectives by responding to the following five research questions:

1) What are the teaching for social justice beliefs held by the university level EFL teachers?

2) Do their beliefs vary according to their demographic information?

3) How competent are the teachers in the terms of teaching in the multi-cultural classrooms?

4) Do their multicultural teaching competencies vary according to their demographic information?

5) Is there a relationship between teachers' teaching for social justice beliefs and their multicultural teaching competencies?

Review of the Literature

Although the idea that education is a basic human right is accepted by the international community, access of education to disadvantaged groups remains a global problem. While these groups differ from country to country, it is stated that minorities, women, the poor, the disabled and children in need of special education face various obstacles in accessing education in almost all countries (Banks, 1997). From moving on this point, it is essential to de-structure and discuss the elements of social justice and multi-cultural teaching generally in education and particularly in ELT. To have a better understanding on the research topic, first the term social justice itself and its definition will be discussed. Following that, a link will be formed between social justice and education. Then, the link between multiculturalism and social justice education will be investigated. Finally, teaching social justice education inspirations in the ELT field will be discussed in the light of recent theories.

Social Justice

The literature has several meanings of "social justice" defining it as equal redistribution of the sources and goods. Within the developments in the different disciplines and social changes in the world, this definition has gained more inclusiveness. Expanding these definitions, Young (1990) defines social justice as "the elimination of institutionalized sovereignty and oppression" since social justice is not just about the distribution of gains (Economic opportunities, welfare level etc.) among the individuals who make up the society. Social justice is related to providing opportunities for the individual to develop, use and decide on his own behavior and experience in order to have a good life. Moreover as Speight and Vera (2004, p.110)

claims it can be said that it is highly associated with the provision of free will for every individual in the community and the support of individuals for their development. To establish this aim, interaction of social justice with another deeply rooted notion "democracy" comes forward. Bates (2006) summarizes this relation as democracy and social justice are closely related concepts. It will not be possible to talk about democracy in an environment where there is no social justice and social justice in an environment where there is no democracy.

Social Justice and Education

Having been affected from the theories and definitions mentioned above, educational science field has also adapted this definition and linked social justice and education to draw a framework for socially just education environment. Despite the fact that there are various definitions for social justice in education, they mostly go around the same boundaries. That is, social justice in education is primarily concerned with facilitating equal access to education and preparing individuals with varying social and economic life styles to participate in democratic life within a framework of justice and equality (Furman & Shields, 2005), as well as with promoting multiculturalism through the provision of equal education to individuals of various languages, religions, races, and social backgrounds (Banks et al., 2001).

As stated above, while very former discussions on social justice in education went around the notions like "equal access to education" and "economic class separation", it has transformed into an inclusive term covering the critical teaching, diversity, individual differences, oppression, social inequities and multi-culturalism issues within the natural evolution of the social sciences and the society's needs. Griffiths (2003), for example, explains the need for this transformation as follows:

> *"There is an irreducible diversity in any society because gender, class and a range of (dis)abilities and sexualities are always there, moreover, all areas of the world are becoming more multicultural in relation to ethnicity and religion. Although migration is not nothing new, it is now more likely to be from poorer to richer countries resulting with new patterns of multicultural society in the West".* (p. 9)

To better understand the social justice in education, it is essential to focus on the elements of theoretical background of the issue stated above.

Critical Teaching, Oppression, Diversity

The problems that the critical education approach deals with are considered as the interactions, relations and sanctions of educational-social institutions (such as school, family, capital institutions, state) and cultural studies. In fact, the effects of these institutions on education, more precisely, they act as a means of oppression on education and the problems that arise as a result of this oppression are within the scope of critical pedagogy. Concepts and definitions dealt with according to critical pedagogy also gain meaning in parallel with this.

Hern (2008, p.105), who tries to evaluate education with a critical perspective in his work titled Alternative Education, states that today the social atmosphere is contaminated with "education". In this sense, education is a designed process in which certain people (educators, social engineers, people who direct the public, etc.) try to teach something. That is, education, which shapes it according to the power it is guided; it is an active and relational field that produces the legitimacy of power relations and hierarchy. This feature of education prevents freedom from developing on a natural plane.

According to the critical understanding, education diminishes individual freedom and creative abilities of the individual by performing actions such as obedience, maintaining life by adhering to the rules, and internalizing authority. These characteristics of education, which is effective in the social life of the school and the individual, starting with the family, lead to the emergence of authoritarian personalities in the society (Miller, 2003, p. 33). Accordingly, education creates a vertical form of relationship that ritualizes power and this allows power to circulate from top to bottom. In addition, education is an effort to establish an implicit dominance. This effort can be stated as a quality that nurtures and legitimizes the hierarchical relationship between teacher and student.

According to Giroux, "critical education works on two main arguments; while the first is a critical discourse that questions assumptions; the second is the possibility discourse. The second, possibility discourse, is a positive method for humanity to become competent" (as cited in McGuffery , 1988, p. 92). However, since education is a more complex phenomenon, the critical approach should also be considered by

considering many aspects. In this sense, Apple (2006, p. 63) states that it questions education using a series of cultural, economic, historical and ethnographic techniques. He claims that, in this process, it has become clear that three basic elements related to education should be examined. The first of these parts are the patterns and everyday encounters of the hidden curriculum, which systematically teaches conventions and values. The second element is the official corpus of school knowledge culled from diverse materials and books by instructors (this is the open curriculum itself). Thirdly, it is the basic standpoint from which educators plan, organize, and assess school activities.

Another conceptual element that constitutes the theory of social justice in education is the concept of "diversity". Especially after World War II, the concept of "diversity" has become one of the most discussed concepts of social sciences due to the rapid spread of the phenomenon of globalization with the development of industrialization, technology and transportation. The concept of diversity, which was previously considered only as racial, was later expanded to include race, ethnicity, language, religion, gender, disability and many other individual differences. Castles and Miller (1998) asserts that in order to comprehend societal disparities, it is needed to examine the different identities of each individual which results with the idea that we have differences that cannot be counted. Especially in a world where the phenomenon of immigration is gradually increasing, the reality that the diverse populations increase parallel to this has become an inevitable fact for education researchers. In a world where differences increase so much and come together more easily, providing education to these differences in a fair way is one of the most important issues discussed in recent years.

One of the other important concepts of social justice and education debates in today's societies where differences are increasing and certain groups can form the majority compared to others is the concept of "oppression".

Freire was one of the first to discuss the concept of oppression in an expanded way in the educational literature. Freire (1993) stated that certain groups, particularly minority groups living under majority rule, were disadvantaged and referred to these groups as "the oppressed" and those who perpetrated oppression as "oppressors." According to Freire, the connection between oppressed and oppressor is the outcome of unfair systemic oppression, which breeds aggression in oppressors and dehumanizes the oppressed. Freire also sees this internalized power relationship between the oppressor and the oppressed as the main source of the social injustice in the society and he offers

the term "critical consciousness" to overcome the issue. Critical consciousness is the process which the oppressed becomes aware that he/she is oppressed and acts against the oppressive socio-political elements to confront the oppression and transform the society both for the oppressed and the oppressors.

As stated previously, Paulo Freire (1993) advocates for dialogical education that is founded on a pedagogy that values the student as a co-learner and critical actor in the struggle to change a violent society into a humanizing one founded on solidarity with others. To do this, Freire emphasizes the significance of education and, specifically, a pedagogical orientation that acknowledges and references each student's potential and experience. As such, the student is viewed as socially and politically engaged, rather than passive.

Freire (1970) described the term "praxis" as the intertwining of theory and practice through interactive and historical processes. Moving from this perspective Adams, Bell and Griffin (2007) emphasized the importance of how we teach social justice rather than what we teach. In this vein they made a critical of the increasing literature of the social justice education and put forward a wide interdisciplinary framework for teaching for diversity and social justice. As critical education researchers in the field like Freire (1970) and Young (1990) focused on earlier, their framework also put strong emphasize on the term "oppression" which they thought that is the key concept to understand social inequalities and promote social justice. They include the theory of oppression as a base in their social justice education framework since they thought it is the main cause of the social inequality which is rooted historically and operates at cultural, individual and institutional levels.

Multicultural Teaching Competency

Multicultural education is an education model that welcomes differences between students such as language, religion, gender, social class, and respect for these differences and converts differences into inclusiveness. In creating a multicultural education environment and increasing the multicultural awareness of students, all stakeholders, from the school principal to the staff, have important responsibilities. However, teachers have a critical role in building the multicultural education structure. Therefore, at this point, the competence of teachers in multicultural education emerges as an issue that needs to be addressed.

Numerous academics specializing in multiculturalism have proposed various ways for teacher education programs aimed at increasing teachers' understanding of diversity by arguing that teachers, as the primary agents of education, should possess specific skills in this area. Among these researchers, Sue et al. (1982) identified tri-parte model of cultural competencies; multicultural awareness, knowledge and skills in order to assist teachers. While multicultural awareness is expressed as teachers' awareness of their own cultural socialization process and prejudices; multicultural knowledge competence includes teachers 'knowledge of different students' socio-political realities and worldviews. In the third dimension, multicultural skills, teachers are expected to interact successfully with the individuals coming from diverse backgrounds.

Views on multicultural teaching competencies are not limited to the views of Sue et al. (1982). Washington (2003) identified three components of teacher competencies as knowing, believing, and comprehending multicultural knowledge. Grant (1997) gathered the skills that teachers should have for teaching students from culturally different backgrounds in three main areas. While the first is the ability to learn and evaluate students from different cultures, the other is the ability to communicate positively with their families and themselves. Moreover, teachers are also required to be critical of the school curriculum as a third competence.

According to Gay (2002), instructors should be conscious of their own cultural identities and prejudices, educate themselves about the worldviews of groups distinct from their own, and establish culturally sensitive teaching approaches in order to acquire multicultural teaching abilities. Cochran- Smith (1997) emphasizes that education is not an effort independent from politics and states that teachers should have critical perspectives on the social, political and historical foundations of teaching. According to the author, teachers should provide the opportunity to work within student communities, train students with all the differences they bring to school, and carry out teaching activities to eliminate the apparent inequalities of the curriculum.

Spanierman et al. (2010) also dealt with multicultural teaching competence in three dimensions. These dimensions are; awareness, knowledge and skills competence. Awareness competence is based on the teacher's awareness that he and his students are cultural assets. Additionally, instructors should be conscious of their own attitudes and prejudices in order to provide culturally sensitive learning environments for all learners, according to this competency. The second dimension, knowledge dimension, requires teachers to develop teaching strategies for different communities, socio-historical and

socio-political realities, cultural differences (e.g., ethnic identity, gender, language, etc.) that may have an effect on intra- and intergroup disparities. According to the authors, the last dimension was expressed as multicultural teaching skills. These abilities include the following: a) the capacity to select, create, implement, and evaluate methods that promote personal development and academic achievement for all students; and b) the capacity to select and implement culturally appropriate behavior management strategies and interventions. c) to conduct cultural sensitivity assessments of school policies, processes, and practices, as well as to participate in continuing evaluations.

There is also a growing focus on the ELT field on the teachers' cultural competency. For example, Byram (1997) discusses the relationship of culture and language teaching in his study and emphasize the importance of teachers' intercultural competence to implement cultural topics in the language classrooms. According to Byram's concept of intercultural communicative competence, five distinct components are involved: knowledge, attitudes, interpretive and relational skills, discovery and interaction skills, and political education, including critical cultural awareness. Similarly Hasting and Jacobs (2016, p124) state that intercultural competency is of great importance within 21st-century learning paradigms and teachers should have equipped with necessary knowledge on how to welcome diversities and eradicate the negative impact of social injustices.

In conclusion, the concepts of social justice and multicultural competency meet each other on the common ground in terms of providing equal educational opportunities to individuals from different cultures, religions, languages and races (Banks et al., 2001). Thus, while multicultural education aims to improve communication between students with different characteristics (Bohn & Sleeter, 2000), social justice attempts to mitigate or eradicate these disadvantages' detrimental effect on pupils' academic success (Tomul, 2010).

Teaching for Social Justice and English Language Teaching

Based on the aforementioned review, it can be understood that, whether they are positive or negative, recent studies pay more attention on the social justice issues in the education field. Language teachers, or any teacher, as they are dealing with more and more diversified population in their classrooms, should consider this reform in the education and take the necessary actions accordingly. Within the same direction ELT researchers have also been getting more interested on the issues of diversity and

differences recently. For example, studies made by researchers such as Norton and McKinney (2011), Norton (2006; 2010) Pennycook (1990) and Theoharis and O'Toole (2011) have emphasized the role of individual differences and social justice in the ELT domain which points a remarkable reference to the social justice issues.

To begin, before providing a quick overview of social justice education and ELT literature, "it is essential to emphasize that using English for any goal is no longer a luxury; it must be an integral component of basic universal education. Preventing anyone from learning English, whether directly or indirectly, must now be viewed as a societal injustice" (Hastings & Jacob, 2016, p.21).

One of the most important debates in ELT domain related to the social justice issues is the racism. The causes and effects of colonialism and rapid growing immigration have given English an incredible power, but this reality has come with unchecked perceptions that are a result of living in a racist society (Hastings & Jacob, 2016). As it is not possible to live in a racist society and leave untouched by it, the connections between ELT around the world, colonization, immigration and racism are incontrovertible (Phillipson, 1992). Hornberger (2008) states that the English language cannot be separated nor be in isolation from the social and political conditions in which it operates. Therefore, it would stand to reason that a field such as ELT would be investing heavily in teacher education and training to require teachers, instructors, or facilitators of English language learners to reflect personally on the topics of diversity and racism. In the same vein Hastings & Jacob (2016) states that various social justice advocacy, content based and culturally responsive methodologies should be used by the ELT teachers and both the curriculum and the teaching praxis should be re-considered according to the racism and diversity issues.

Another social justice in ELT debate covers the gender issues. Adams, Bell & Griffin (2007) state that in oppressed societies it is inevitable that women suffer from male dominated hierarchical power relations. In the same vein, countless researches show that women are more disadvantaged than men at reaching education opportunities. Moreover, this unjust system of oppression is supported and reproduced consciously or unconsciously by the teachers and the materials they use in language classes. Hasting and Jacobs (2016) claims the following:

"Introducing the idea of gender equality in an ELT classroom must not be seen as painting everyone with the same brush. A monocultural framework will be counter-intuitive to the idea of gender equality. Constructs of gender affect both boys and girls and are the result of various psychological, cultural, and social conditions. Consequently, parity in representation of gender can be achieved by ensuring multiplicity of genres, plurality of texts, and opportunities for discourse on perspectives". (p. 339)

Similarly, Griffiths (2003) suggests that it is important for textbook authors and teachers begin to appreciate that the passive and deferential roles to women are socioculturally constructed and need to be eliminated in a short time. Teachers' conceptions of male and female identity, as well as their understanding of contemporary gender studies, are also critical for their interactions with pupils and can contribute significantly to achieving gender parity in schools.

Bourdieu states that education is an important social and political power in the process of class reproduction (as cited in. İnal, 2004, p. 79). In the same vein there is growing research on the effects of social class inequities in English Language Learning. Vandrick (2014, p. 89) states that the effects of social class status strongly affect life experiences of second-language learners. It may give a great privilege or cause a strong disadvantage to the learner. Because it has such tangible implications, it is important for those interested in language field to consider addressing social class issues in their researches and teaching. Following Vandrick's comments, educators might select instructional materials with an awareness of whether or not they reinforce the social and economic status quo. Education institutions, too, may seek for and teach relevant resources, as well as observe and debate the effects of social class inequalities with their pupils. The discussion should have a critical tone, examining the relationship between social class and power. Finally, scholars can examine the numerous expressions and dimensions of socioeconomic class in language instruction.

Finally, in addition to race, ethnicity, gender and social class issues, environmental issues have been in the scope of the ELT and teaching for social justice field. English language scholars have been explicitly addressing environmental issues for more than 20 years (Brown, 1991; Jacobs, 1993). Thinking that what we teach in the classroom is inevitably bounded to our real-life experiences, one cannot deny that the methodology and the material we use in the class should include environmental awareness. At this

point Hasting and Jacobs (2016, p.500) suggests three principles to consider when bringing environmental issues into the English language classroom. To begin, environmental information must be given in a way that is respectful of students' particular beliefs and practices while also enabling them to take responsibility for their actions. Second, the topics should be presented in an engaging and relevant manner to students' lives. Thirdly, while discussing environmental issues, it is critical to give possibilities for constructive action in addition to raising awareness.

In the aforementioned paragraphs key issues in recent literature on the teaching for social justice and ELT field were discussed. It can be understood that issues like race, ethnicity, gender, social class and environmental issues are being addressed in the ELT field in the context of teaching for social justice. One way or another, most of the researches linking social inequities and ELT field take their roots from the Critical Pedagogy. Whether they are about racism or gender issues, they all suggest putting critical way of thinking in the center of language teaching methodologies. Moreover, they all emphasize to put theory and practice together, what Freire calls as praxis, and make teachers and students be active advocates for social justice. By doing this, they believe that the reproduction of the injustices, and the hegemony of the power could be eliminated.

In the same vein, having being inspired from post-modernism, post-modern theories being discussed in the field have also contributed to the issue a lot. Brown's (2002) call for action to consider context-sensitive teaching is one of these contributions. He states that each ELT teacher has her/his own classroom and teaching contexts and in order to facilitate the learning it is important for them to consider their learners' needs.

Another post-modern view raised in the ELT field has been the post-method condition. Kumaravadivelu (2006) proposed his post-method condition by referring to three parameters; particularity, practicality and possibility. Kumaravadivelu's parameter of particularity which proposes that the teachers should localize their teaching process considering the individual, social and cultural needs of their learners, has empowered the field to deal with social justice and multicultural education. Moreover, his possibility parameter has also helped the field to focus on the strong power-relations and hegemony in the society which continuously reproduce the inequalities by western-dominant education policies.

There are also some serious criticisms to ELT critical pedagogy which covers social justice issues. One of these criticisms is that seeing ELT teachers as commenters of

sociology, political science and cultural studies may cause grave damage on students (Sowden, 2008). In other words, this criticism believes that ELT teachers' primary responsibility is that they should teach only the authorized knowledge of their discipline. Another criticism is that some scholars believe that ELT critical pedagogy is an ideological device which emphasizes a specific political idea (Darder, Baltonado and Torres, 2003). Some other researchers state that criticizing government actions and discussing local issues and social inequities in the class may face off teachers and local authorities which may result with serious outcomes.

When we turn our focus from the world to the Turkish literature, it can be seen that while numerous studies have been conducted on the social justice and education, there are limited studies in the terms of linking the social justice, multiculturalism and ELT. For example, recent studies like as Gürgen (2017) and Çevlik (2015) concentrated on teachers' perceptions of social justice and concerns of individual diversity, while Bahadır (2016) and Kervan (2017) concentrated on teachers' views toward multicultural education.

To conclude the aforementioned review of the literature, it can be understood that even though the social justice issues were started to be discussed in the beginning of the 20th century, it was no earlier than 1970s that the issues were brought to education area and 90s to the ELT field. Moreover, it is clear that in the early understandings of the social justice in education, the focus was on the equal opportunities to reach the education resources but recently it has been evolved into more complex understanding which includes diversity issues and social inequalities in the terms of gender, race, ethnicity, disabilities and economic situation. Finally, it is another fact that integrating social justice into the education field in general and ELT field in particular has a crucial importance to foster the learning in the recently growing multi-cultural classroom environments. From this viewpoint, the purpose of this study will be on the relationship between teachers' teaching for social justice beliefs and their multicultural teaching competencies.

2. METHODOLOGY

This chapter deals with the design of the study, the setting and participants, instruments and data analysis with reliability of the research.

2.1. Research Design

The purpose of this study was to ascertain EFL instructors' beliefs about teaching for social justice and their classroom multicultural teaching abilities, as well as the link between these two interventions. To accomplish these objectives, the current study was designed as a quantitative study. Dörnyei (2003, p. 14) notes that quantitative research "utilizes predefined categories, perspectives, and models, and numerical or immediately measurable data are collected to evaluate the link between these categories and to test the study hypotheses."

To address the study's three research objectives, as stated in the introductory section, descriptive and correlational research methodologies were combined with other quantitative research methods. As Gall, Gall, and Borg (2007) assert, the purpose of descriptive research is to characterize a phenomena and its associated features, rather than to explain how or why something occurred. As two of the study's objectives were to assess teachers' attitudes about teaching for social justice and their multicultural teaching abilities, a descriptive research technique was utilized to accomplish these objectives. Two questionnaires were administered to obtain data for descriptive statistics.

Correlational research, as defined by Creswell (2013), is used to determine if two variables are linked or not. Thus, correlational research was utilized to explore the link between EFL instructors' beliefs about teaching for social justice and their multicultural teaching abilities in the classroom environment for the third objective of the study. The data from two surveys were grouped and examined to see whether or not there was a correlation.

2.2. Setting and Participants

For the study, a sample consisting of EFL instructors from universities in Turkey's southern and south-eastern provinces were selected. These regions were chosen owing to the possibility of a large number of diverse pupils being taught by EFL teachers in

these areas. There were 102 participants, all of whom were EFL instructors at universities. The participants were chosen with purposive random approach from the aforementioned locations. Similarly, demographic data such as age, gender, year of experience and education level were obtained throughout the survey's administration. The researcher obtained formal permits from the appropriate institutions, and then invited people to participate in the survey after providing them with information about the study and its purpose via a consent form (see appendix G). Table 1 indicates main demographic information of the participants.

Table 1.

Demographic Information of the Participant ELT Teachers

		n	*%*
Gender (N=102)			
	Male	39	38,2
	Female	63	61,8
Nationality (N=102)			
	Turkish	95	93,1
	Other	7	6,9
Age (N=102)			
	21-30	29	28,4
	31-40	51	50
	41+	22	21.6
Years of experience (N=102)			
	1-5	23	22,5
	6-15	57	55,9
	16+	22	21,6
Current degree (N=102)			
	BA	26	25,5
	MA	57	55,9
	PhD	19	18,6

Among all the participants (n=102), the majority were female (n = 63, 61.8%) and 39 of them were male (n=39, 38.2%). As it is clearly seen in the table the most of the participants were Turkish (n=95, 93.1%). The age groups ranged from 21-30 to 41+ and the highest number belonged to 31-40 age group with 50%. On the contrary, the participants 41+ years made up the smallest group of the participants (n=22, 21.6%). This means that the study included in teachers with wide range age groups. When it comes to the years of the experiences in English language teaching, 6-15 years had the biggest number and percentage (n=57, 55.9%). So, it is clear that many of the participants were well-experienced teachers and 1-5 years experienced teachers followed them (n=23, 22.5%). Considering the current degrees of the participants, MA graduates outnumbered the other categories (n=57, 55.9%). The other categories were BA graduates (n=26, 25.5%) and PhD graduates (n=19, 18.6%). Finally, the family income of participants were at medium level (n=73, 71.6%) as the highest, low level. (n=24, 23.5%), and high income (n=5, 4.9%).

2.3 Instrumentation

The Demographic Information Questionnaire (see Appendix B), the Learning to Teach for Social Justice – Beliefs Scale (LTSJ-B) (see Appendix C), and the Multicultural Teaching Competency Scale (MTCS) were used to obtain data for the current study (see Appendix D). Furthermore, the next sections will give an in-depth discussion of the instruments

2.3.1. Demographic Information Questionnaire

Demographic Information Questionnaire was developed by the author and it comprises seven questions to obtain personal information of the participants. Questionnaire aimed at looking for the gender, age, nationality, years of experience, graduate degree, whether they had social contact with various cultural groups in the environment they live now, whether they have had teaching experiences with students speaking various mother languages and whether they have had teaching experiences with students from economically disadvantaged groups of society. As the study is constructed to deal with social justice and multi-culturalism issues, these demographic questions were chosen to reflect these issues in a better plane.

2.3.2. Learning to Teach for Social Justice – Beliefs Scale (LTSJ-B)

To understand teachers' commitment to social justice issues The LTSJ-B scale which was developed by Enterline et al. (2008) was utilized in this study. Some items of the questionnaire were modified by the researcher to adapt into Turkish context. LTSJB questionnaire includes 12 items measuring the beliefs of the participants on learning to teach for social justice issue.

The evaluation of the LTSJ-B scale was made according to five-point Likert scale. Thus, participants evaluated each item based on their level of agreement or disagreement with each item. For each item of the questionnaire five choices numbered from "1 for strongly disagree" to "5 for strongly agree" respectively were given to the participants to choose. In this study, Cronbach value is found .72, which was noted as acceptable in quantitative studies (Cortina, 1993). Therefore, it means that LTSJ-B scale in this study is a valid tool to understand teachers' learning to teach for social justice beliefs.

2.3.3. Multicultural Teaching Competency Scale (MTCS)

The MTCS scale which was published by Spanierman et al. (2010) and awareness dimension of MCS scale developed by Erdem (2020) are used combinedly in this study. The mixed final scale consists of 22 items that are rated on a five-point Likert scale. Participants were asked to choose from "1 for strongly disagree" to "5 for strongly agree", respectively. The Cronbach value of combined MTCS in this study was found .89. Thus, it is a valid tool to investigate ELT teachers' multicultural teaching competencies.

Table 2.

MTCS Items' Distribution to Three Dimensions of Multicultural Teaching Competence

Dimensions	Frequency	Item Number
Awareness	6	1, 2, 3, 4, 5, 6
Knowledge	6	17, 18, 19, 20, 21, 22
Skills	10	7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Combined MTCS scale in this study was used to find out teachers' multicultural teaching competencies in three dimensions. These dimensions were grouped as awareness, skills and knowledge and the items in the questionnaire related to each dimension can be seen in Table 2.

2.4. Data Analysis

As previously stated, the researcher administered a demographic information questionnaire and two scale questionnaires to the subjects of the study. Following the collection of scales, the researcher coded and entered the data into SPSS (Statistical Package for Social Sciences), which processed the data. When reversal items were present, they were coded in the reverse direction. The researcher used descriptive statistics to evaluate and interpret all of the questions in order to have a better understanding of participants' learning to teach for social justice beliefs and multicultural teaching competencies. The study's first and third research questions were evaluated using the mean and standard deviation. Since the second and fourth research questions sought to demonstrate a relationship between participants' demographic information and the descriptive data acquired from the first and third research questions, independent t-tests and one-way ANOVA tests were used to accomplish these objectives. The last study question sought to establish a link between teachers' beliefs about teaching for social justice and their multicultural teaching abilities. Pearson Product Moment Correlation was used to address this question.

2.5. Reliability

According to Fraenkel and Wallen (2009), reliability indicates whether or not the gathered data are internally consistent. Prior to administering the questionnaire, the researcher has it revised by two volunteer instructors. This is how the study's researcher confirmed that each questionnaire item was acceptable and feasible for implementation. Additionally, the Cronbach's alpha value is used to assess the study's reliability in order to ensure the scales' internal consistency. In this study the Cronbach's Alpha score was found as 0.72 (>0.7) for LTSJ-B scale and as 0.89 (>0.7) for MTCS scale. Therefore, the study was reliable considering the Cronbach's alpha score.

3. FINDINGS

This chapter summarizes the study's quantitative findings. To begin, the overall score and item score on the LTSJ-B scale are presented. Next the demographic information of the participants and its relationship with LTSJ-B are given. Therefore, research question 1 and 2 will be answered respectively. For the third and fourth research questions, MTCS scale are evaluated in the terms of total mean score, subscale scores and item scores. Then, the demographic information of the participants and its relationship with MTCS scale are given. Finally, LTSJ-B and MTCS scales are analyzed in terms of the correlation between each other. Therefore, the fifth research question, "Are there any relationships between ELT teachers' teaching for social justice beliefs and their multicultural teaching competencies", will be answered.

Findings of the Research Question 1

This part aims to answer the first research question "What are teaching for social justice beliefs the beliefs of university level EFL teachers?". Therefore, descriptive statistics of LTSJ-B are analyzed. As Cochran-Smith et al. (2012) claims:

> "The LTSJ-B items were developed to reflect the idea of teachers as classroom and societal advocates for change and to encompass a number of key ideas about justice as both distribution of learning opportunities and outcomes, on one hand, and recognition of the knowledge traditions, strengths and assets that all students bring to school, on the other. The key ideas behind the LTSJ-B scale include: high expectations and rich learning opportunities for all students; an asset-based perspective on the cultural, linguistic and experiential resources students and families bring to school; the importance of critical thinking in democratic societies; the role of teachers as advocates and agents for change; challenges to the notion of a meritocratic society; teaching as an activity that is related to teachers' deep underlying assumptions and beliefs about race, class, gender, disability and culture; and the idea that issues related to culture, equity, and race ought to be part of what is openly discussed and visible in all aspects of the school curriculum"(p. 175).

The 12 social justice belief items given in Appendix C were administered to the participants to reflect these beliefs. Respondents rated each item on a 5-point rating scale. Certain items were phrased positively, which implied that an answer of "Strongly Agree" indicates the greatest approval of social justice-oriented ideas. Other answers were negatively phrased, so a vote of "Strongly Disagree" indicates the highest approval of social justice ideas. Thus, participant teachers with a greater commitment to social justice should agree with positively worded questions and disagree with negatively written items 3, 5, 6, 9, 10, 11, and 12.

Descriptive analysis results showed that total mean score of LTSJ-B scale in our study is between "uncertain" and "agree" (M = 3.41, SD =.31). It can be concluded that EFL teachers are likely to have commitment to teaching for social justice but they are still uncertain in many points. To better understand these points the scale was analyzed through its items.

The frequencies, mean scores, percentages and the standard deviations of the LTSJ-B items are given in Table 3. A significant consensus emerged among teachers when it came to the need of incorporating different cultures and experiences into classroom lectures and conversations. (Item 4; M= 4.34; SD= .66). They also agreed upon was the fact that one of the teacher's obligations is to oppose school policies and procedures that perpetuate social inequalities. (Item 7; M= 3.74, SD= .71) and again, the majority disagreed to the reverse statement that it is reasonable for teachers to have lower classroom expectations for students who don't speak Turkish as their first language (Item 6; M= 3.73, SD= 1.04).

When it comes to how they approach to teaching to immigrants, they disagreed that most important goal is to assimilate them into Turkish society (Item 5; M= 3.68, SD= .95). They also slightly accepted that issues related to racism and inequity should be openly discussed in the classroom (Item 2; M= 3.57, SD= 1.04), and slightly disagreed with the idea that although teachers have to appreciate diversity, it is not their job to change society (Item 10; M= 3.56, SD= 1.02). However, teachers were highly uncertain about whether they have lower expectations for economically disadvantaged students (Item 9; M= 3.07, SD= 1.06). Finally, they had a lower score in the last two items of the scale which claim "students' success depends on their effort" and "teachers should prepare students for their likely lives" (Item 11; M =2.58, SD =1.01 and Item 12; M= 2.24, SD= .81).

Regarding the descriptive statistics of the LTSJ-B scale it can be concluded that EFL teachers have strong commitment to teaching for social justice on the key points such as bringing in cultural diversity context more into the classroom and welcome the differences. Moreover, they become slightly accept to examine their own beliefs on the issues like race, ethnicity, class, gender, and disabilities and talk about these topics in the classroom context. However, they had lower scores on the issues indicating that they subscribe to the notion that schools and society are meritocratic institutions, and that success is dependent on individual effort and action rather than undeserved benefits acquired as a result of a hegemonic system.

Table 3.

Descriptive Statistics of Items of LTSJ-B Scale Considering the Frequencies and Percentages

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		M	S.D.
	f	%	*f*	%	*f*	%	*f*	%	*f*	%		
1. An important part of learning to be a teacher is examining one's own attitudes and beliefs about race, ethnicity, class, gender, and disabilities.	26	25.5%	38	37.3%	20	19.6%	11	10.8%	7	6.9%	3.64	1.17
2. Issues related to racism and inequity should be openly discussed in the classroom.	21	20.6%	35	34.3%	30	29.4%	13	12.7%	3	2.9%	3.57	1.04
3. For the most part, covering multicultural topics is only relevant to certain subject areas, such as social studies and literature.	3	2.9%	20	19.6%	19	18.6%	46	45.1%	14	13.7%	3.47	1.05
4. Good teaching incorporates diverse cultures and experiences into classroom lessons and discussions.	43	42.2%	53	52.0%	5	4.9%	0	0.0%	1	1.0%	4.34	.66
5. The most important goal in working with immigrant children and English language learners is that they assimilate into Turkish society.	2	2.0%	9	8.8%	29	28.4%	42	41.2%	20	19.6%	3.68	.95
6. It's reasonable for teachers to have lower classroom expectations for students who don't speak Turkish as their first language.	0	0.0%	19	18.6%	16	15.7%	41	40.2%	26	25.5%	3.73	1.04
7. Part of the responsibilities of the teacher is to challenge school arrangements that maintain societal inequities.	10	9.8%	61	59.8%	25	24.5%	6	5.9%	0	0.0%	3.74	.71
8. Teachers should teach students to think critically about government positions and actions.	10	9.8%	37	36.3%	35	34.3%	16	15.7%	4	3.9%	3.32	.98
9. Economically disadvantaged students have more to gain in schools because they bring less into the classroom.	6	5.9%	26	25.5%	35	34.3%	25	24.5%	10	9.8%	3.07	1.06
10. Although teachers have to appreciate diversity, it's not their job to change society.	2	2.0%	19	18.6%	16	15.7%	50	49.0%	15	14.7%	3.56	1.02
11. Whether students succeed in school depends primarily on how hard they work.	8	7.8%	55	53.9%	15	14.7%	20	19.6%	4	3.9%	2.58	1.01
12. Realistically, the job of a teacher is to prepare students for the lives they are likely to lead.	11	10.8%	68	66.7%	12	11.8%	10	9.8%	1	1.0%	2.24	.81

Findings of the Research Question 2

The second research question was "Do teachers' beliefs vary according to demographic information such as gender, age, nationality, current graduation degree, years of experience, whether they have had social contact with various cultural groups where they grew up, whether they have taught to students with various mother languages and whether they have worked with students from economically disadvantaged groups". It was to find a relationship between their demographic profiles and their answers to LTSJ-B scale.

At first, independent t-test was utilized to understand the relationship between LTSJ-B and gender (see Table 5). Of all the participants, 39 were male and 63 of them were female. According to the results, although it seems that male participants scored slightly higher than the female participants, t-test results showed no statistically significant relationship between two groups (p = .48 > .05) which means their learning to teach for social justice beliefs were not influenced by their gender.

Table 4.

LTSJ-B and Gender

	Gender	N	Mean	SD	p
LTSJ-B	Male	39	3.44	.39	.48
	Female	63	3.38	.38	

In addition to gender, the other variables such as EFL teachers' ages, years of experiences, their most recent educational degrees and their family household incomes were applied to One-Way ANOVA to find a difference in LTSJ-B results.

In Table 6, the ANOVA results of age groups of the EFL teachers and LTSJ-B answers are given. Regarding p value, there is no statistically significant relationship detected between different age groups (p = .38 > .05). In other words, age was not influential in learning to teach for social justice beliefs of university level teachers. Considering the descriptive statistics, where the highest mean scores belong to 31-40 (n = 51) age group (M = 3.46, SD = .39), the lowest scores belong to 41 years and older teachers (n = 22, M = 3.34, SD = .42). The results reveal that all age groups of teachers have similar levels of commitment to teaching for social justice.

Table 5.

ANOVA Results for the LTSJ-B Scale Considering Participants' Age Groups

	Age Group	N	M	SD
LTSJ-B	21-30	29	3.37	.32
	31-40	51	3.46	.39
	41+	22	3.34	.42
	Total	102	3.41	.38

Next, relationship between teachers' learning to teach for social justice beliefs and their years of experience in ELT area were analyzed through ANOVA and results are given in Table 6. Teachers' years of experience were grouped as "1-5", "6-15" and "16+" years which can be coded as novice teachers, experienced teachers and more-experienced teachers respectively. Descriptive results suggest that 6-15 years of experienced teachers (n = 57) scored highest (M = 3.43, SD = .38) and they are followed by novice teachers (n = 23, M = 3.41, SD = .36). Although the difference was not very sharp, more experienced teachers (n = 22) scored lower than other groups (M = 3.33, SD = .42). However, results suggest that there is no statistically significant difference between teachers' LTSJ-B answers and their years of teaching experience. In other words, it can be concluded that years of experience does not have an effect on teachers' learning to teach for social justice beliefs.

Table 6.

ANOVA Results for the LTSJ-B Scale Considering Participants' Years of Experience

	Years of Experience	N	M	SD	F	P
LTSJ-B	1-5	23	3.41	.36	.52	.59
	6-15	57	3.43	.38		
	16+	22	3.33	.42		
	Total	102	3.41	.38		

Table 7 deals with the relationship between the current educational degrees of participants and their commitment level to teaching for social justice regarding their beliefs. To understand this relationship, ANOVA test was applied to participants' LTSJ-B scale scores. Descriptive results show that MA level participants (n = 57) scored the

highest (*M = 3.44, SD = .30*). Moreover, nineteen of the participants were PhD graduate and their score was slightly less than MA level teachers (*M = 3.42, SD = 3.41*). Finally, results suggest that the least score belonged to BA level teachers in terms of their teaching for social justice beliefs (*M = 3.33, SD = .48*). Considering the mean scores it can be concluded that MA and PhD level participants had higher stronger beliefs than BA level participants. However this difference in means was not statically significant according to the ANOVA results (p > .05).

Table 7.

ANOVA Results for the LTSJ-B Scale Considering Participants' Education Degree

	Latest Degree	N	M	SD	F	P
LTSJ-B	BA	26	3.33	.48	.61	.54
	MA	57	3.44	.30		
	PhD	19	3.41	.44		
	Total	102	3.41	.38		

Apart from gender, age, years of experience and education degree some other demographic information such as participants' nationalities, whether they have worked with students talking various mother tongues and whether they have worked with students from economically disadvantaged groups were also analyzed.

In Table 8, the results were given according to participants nationalities. As seen on the table, ninety-five participants were Turkish and seven participants were from other nationalities. Even though descriptive statistics indicate that Turkish participants scored higher (M = 3.41, SD = .38) than non-Turkish participants (M = 3.29, SD = .41), there is no statistically significant difference between two groups according to independent t-test results (p = .85 > .05). So, it can be concluded that participants' beliefs were not related to their nationalities.

Table 8.

LTSJ-B and Participants' Nationalities T-test Results

	Nationality	N	M	SD	P
LTSJ-B	Turkish	95	3.41	.38	.85
	Other	7	3.29	.41	

Another demographic question that was asked to the participants was whether they had taught to students speaking various mother tongues or not throughout their teaching experience. This question was to find whether participants had teaching experiences with students from various cultural backgrounds and whether this factor affected their teaching for social justice beliefs or not. Thus, independent t-test was applied to the total mean scores and results were shown in Table 9. As it is indicated in the table, 83 participants have had teaching experiences with students talking various mother tongues and their mean score (M = 3.45, SD = .39) is higher than 19 participants who haven't had teaching experiences (M = 3.21, SD = .39). Independent t-test results also proved that this difference between means was statistically significant (p = .01 < .05). To conclude, results indicated that teachers who have taught students speaking various mother tongues during their teaching experiences had stronger teaching for social justice beliefs compared to the teachers who haven't taught to same group.

Table 9.

LTSJ-B T-test Results According to Participants' Teaching Experience with Students Speaking Various Mother Tongues

	Taught to students speaking various mother tongues?	N	M	SD	P
LTSJ-B	Yes	83	3.45	.39	.014
	No	19	3.21	.27	

Last demographic question was whether participants have had teaching experience with economically disadvantaged students group or not. This question aimed at relating teachers' past experiences with economically disadvantaged students and their teaching for social justice beliefs. Table 10 shows the results of the t-test applied to total mean scores. As the results suggested the participants who had experiences with economically disadvantaged students (n = 88) and who did not have experiences (n = 14) scored nearly the same respectively (M = 3.40, SD = .38 and M = 3.42, SD = .42). Results also showed that there was no significant difference between two groups (p > 0.05). As a conclusion, it can be inferred that participants' past experiences with economically disadvantaged students have not affected their teaching for social justice beliefs.

Table 10.

LTSJ-B T-test Results According to Participants' Teaching Experience with Students from Economically Disadvantaged Background

	Taught to economically disadvantaged students?	N	M	SD	P
LTSJ-B Total Score	Yes	88	3.40	.38	.89
	No	14	3.42	.42	

The findings of the research question two revealed that the majority of demographic questions were not significantly bounded to the participants' learning to teach for social justice beliefs. Among all demographic features, only the teachers' experiences with students talking various mother languages seems to affect their teaching for social justice beliefs significantly.

Findings of the Research Question 3

In this part of the study, a close focus will be given to the findings of the third research question: "How competent are the teachers in the terms of teaching in the multi-cultural classrooms?". To answer this question, MTCS scale which consist of 3 subdomains and 22 items was applied to participants. Table 11 presents the descriptive statistics of MTCS and its subdomains.

Table 11.

Descriptive Statistics of MTCS

	N	M	SD
Awareness	102	4.07	.48
Knowledge	102	3.67	.65
Skills	102	3.67	.58
MTCS (Total)	102	3.78	.48

For each item of MTCS scale, participants answered using a 5- point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, and 5=Strongly Agree). As presented in Table 11, total mean score of MTCS is close to agree (M = 3.78, SD = .48). When it comes to the subdomains of the scale, awareness of teachers had the highest mean compared to other subdomains (M = 4.07, SD = .48). Following the awareness

subdomain, knowledge and skills subdomains had the same mean scores with different standard deviations (M = 3.67, SD = .65 and M = 3.67, SD = .58). According to the statistics results, it is possible to deduce that university level EFL teachers' awareness dimension of multicultural teaching competency was higher than their knowledge and skills dimensions. In other words, teachers' awareness of their attitudes and prejudices towards other cultures is stronger than their knowledge of teaching strategies and their skills to implement these strategies to establish a multicultural class environment. To understand each dimension in a better plane, descriptive statistics was utilized to each item of each subdomain separately.

The items of awareness dimension and their descriptive statistics are given in Table 12. As it can be seen in the table, mean scores and standard deviations are ranked in a descending value. According to these mean scores, it is clear that participants had a strong agreement with the idea that they can understand the diverse cultural characteristics of students (M = 4.25, SD = 0.60.) They also strongly agreed with the similar reverse items that their cultural belongings do not make them behave biasedly toward students with diverse cultures and their cultural belonging cannot make them distant from students in diverse cultures (M = 4.21, SD = .90 and M = 4.16, SD = 0.78). In the same vein, participants agreed that they can notice if they discriminate against students from diverse cultures (M= 4.04, SD = .70). The last two items of the awareness subdomain dealt with the teachers prejudices towards diverse cultures. In this context, they agreed with the idea that they can critically examine their prejudices towards diverse cultures (M = 4.01, SD = .66) but they were somewhere between uncertain and agree and scored least with the idea that they are aware of their prejudices towards diverse cultures (M = 3.77, SD = 0.83).

Table 12.

Descriptive Statistics of Items of Awareness

Awareness Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree			
	f	%	f	%	f	%	f	%	f	%	M	SD
2. I can understand the diverse cultural characteristics of students.	33	32.4	62	60.8	6	5.9	1	1.0	0	.0	4.25	.60
6. Because of my cultural belonging, I can behave biasedly toward students with diverse cultures. (Reversely Coded)	43	42.2	46	45.1	6	5.9	5	4.9	2	2.0	4.21	.90
1. My cultural belonging can make me distant from students in diverse cultures. (Reversely Coded)	35	34.3	53	52.0	9	8.8	5	4.9	0	.0	4.16	.78
3. I can notice if I discriminate against students from diverse cultures.	24	23.5	61	59.8	14	13.7	3	2.9	0	.0	4.04	.70
4. I can critically examine my prejudices towards diverse cultures.	22	21.6	60	58.8	19	18.6	1	1.0	0	.0	4.01	.66
5. I am aware of my prejudices towards diverse cultures.	17	16.7	53	52.0	25	24.5	6	5.9	1	1.0	3.77	.83

Table 13 indicates the descriptive results of knowledge dimension of multicultural teaching competency scale. The table includes the means and standard deviations. The findings indicate that the majority of university-level EFL instructors (n = 72) have a strong grasp of culturally responsive pedagogy (M = 3.78, SD =.80) and are knowledgeable about specific teaching techniques that affirm all students' various cultural identities (M = 3.75, SD =.78). In addition, they agree with the ideas that they understand the various communication styles among students from diverse cultures (M = 3.74, SD = .74) and they are knowledgeable about the various community resources within the city they teach (M = 3.71, SD = .97). Finally, as can be seen, teachers scored lowest on the more controversial items which are about their knowledge of how historical experiences of minority groups from diverse cultures may affect students' learning (M = 3.62, 0.84) and their knowledge of racial and ethnic identity theories (M = 3.45, SD = .87).

Table 13.

Descriptive Statistics of Items of Knowledge

Knowledge Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree			
	f	%	f	%	f	%	f	%	f	%	M	SD
18. I have a clear understanding of culturally responsive pedagogy.	16	15.7	56	54.9	22	21.6	8	7.8	0	.0	3.78	.80
17. I am knowledgeable about particular teaching strategies that affirm the diverse cultural identities of all students.	14	13.7	57	55.9	23	22.5	8	7.8	0	.0	3.75	.78
21. I understand the various communication styles among students from diverse cultures in my classroom.	10	9.8	63	61.8	21	20.6	8	7.8	0	.0	3.74	.74
22. I am knowledgeable about the various community resources within the city that I teach.	20	19.6	48	47.1	19	18.6	14	13.7	1	1.0	3.71	.97
20. I am knowledgeable of how historical experiences of minority groups from diverse cultures may affect students' learning.	10	9.8	56	54.9	24	23.5	11	10.8	1	1.0	3.62	.84
19. I am knowledgeable about racial and ethnic identity theories.	10	9.8	42	41.2	34	33.3	16	15.7	0	.0	3.45	.87

Finally, answers to the third subdomain of the multicultural teaching competency scale were grouped under the name of "skills" and mean scores and standard deviations were given in Table 14. In the light of the results, it is clear that teachers give highest importance to integrate the cultural values and lifestyles of diverse cultural groups into their teaching and to include examples of the experiences and perspectives of diverse cultural groups during their classroom lessons (M = 4.12, SD = .68 and M = 4.01, SD = .68). They also mostly agree that their curricula integrates topics and events from diverse cultural populations (M = 3.85, SD = .96). They also slightly agree that they promote diversity by their behaviors and they plan activities to celebrate diverse cultural practices in their classrooms (M = 3.81, SD = .93 and M = 3.69, SD = .93). When the focus of the items moved from in-class activities to wider school environment, it can be seen that the teachers' scores dropped down close to the uncertainty. Thus, items like making changes within the general school environment to welcome diversities, establishing strong relationship with diverse groups' parents and planning school events to increase students' knowledge about cultural experiences of diverse cultural groups had the lower scores respectively (M = 3.52, SD = .97, M = 3.47, SD = 1.0 and M = 3.36, SD = 1.1).

To conclude the results of MTCS and its subdomains, it is clear that teachers' awareness dimension of multicultural competency which includes their awareness of own-culture sourced biased attitudes and general prejudices towards diverse cultures is higher than their knowledge and skills dimensions of multicultural competency. In other words, teachers are strongly aware of their biases but they still have lack of knowledge on strategies and skills to implement their teaching in the context of diversity issues.

Table 14.

Descriptive Statistics of Items of Skills

Skills Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		M	SD
	f	%	f	%	f	%	f	%	f	%		
7. I integrate the cultural values and lifestyles of diverse cultural groups into my teaching.	27	26.5	65	63.7	6	5.9	4	3.9	0	.0	4.13	.68
14. I often include examples of the experiences and perspectives of diverse cultural groups during my classroom lessons.	20	19.6	67	65.7	11	10.8	4	3.9	0	.0	4.01	.68
10. My curricula integrate topics and events from diverse cultural populations.	22	21.6	57	55.9	11	10.8	9	8.8	3	2.9	3.85	.96
15. I often promote diversity by the behaviors I exhibit.	22	21.6	51	50.0	19	18.6	8	7.8	2	2.0	3.81	.93
8. I plan many activities to celebrate diverse cultural practices in my classroom.	19	18.6	46	45.1	23	22.5	14	13.7	0	.0	3.69	.93
11. I make changes within the general school environment so that diverse cultural minority students will have an equal opportunity for success.	13	12.7	48	47.1	21	20.6	19	18.6	1	1.0	3.52	.97
13. I rarely examine the instructional materials I use in the classroom for racial and ethnic bias. (Reversely Coded)	12	11.8	49	48.0	23	22.5	16	15.7	2	2.0	3.52	.97
16. I establish strong, supportive relationships with diverse cultural groups' parents.	14	13.7	41	40.2	29	28.4	15	14.7	3	2.9	3.47	1.0
12. I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.	9	8.8	49	48.0	20	19.6	23	22.5	1	1.0	3.41	.96
9. I plan school events to increase students' knowledge about cultural experiences of diverse cultural groups.	17	16.7	36	35.3	18	17.6	29	28.4	2	2.0	3.36	1.1

Findings of the Research Question 4

In this part of the study, statistics results will be presented to cover the fourth research question which was "Do teachers' multicultural competencies vary according to their demographic information?". The demographic profile of teachers such as their gender, nationality, age, years of experience, education degree, whether they have social contact with various cultural groups now, whether they have had teaching experience with speaking various mother tongues and whether they have had teaching experience with students from economically disadvantaged groups of society will be related to their answers to MTCS scale.

Table 15.

Gender and Subdomains and Total Scores of MTCS

	Gender	N	M	SD	t	p
Awareness	Male	39	4.00	.37	-1.18	.24
	Female	63	4.11	.54		
Knowledge	Male	39	3.83	.56	1.94	.05
	Female	63	3.57	.69		
Skills	Male	39	3.71	.62	.52	.60
	Female	63	3.65	.56		
MTCS (Total)	Male	39	3.82	.45	.67	.50
	Female	63	3.75	.50		

First of all, gender relation of university level EFL teachers' multicultural teaching competencies were analyzed and independent t-test results were revealed in Table 16 above. Total MTCS statistics results showed that male participants (n = 39) scored slightly higher (M = 3.82, SD = .45) than the female participants (n = 63, M = 3.75, SD = .50). However, this difference in means was statistically not significant (p = .50 > 0.05). When we look at the subdomain levels of MTCS, male participants scored higher than their female counterparts in knowledge (M = 3.83, SD = .56) and skills dimensions (M = 3.71, SD = .62), but this difference was statistically significant only in the knowledge dimension (p = 0.05 ≤ 0.05). In addition, for the awareness dimension, female participants (n = 63) scored higher (M = 4.11, SD = .54) than the male ones (M = 4.00, SD = .37). However, this difference was not statistically significant (p = .24 > 0.05). It can be concluded that although participants' gender did not make a sense in the

terms of their total MTCS score, it is clear that male participants had a better competency considering the knowledge dimension.

Next, in Table 16, participants' MTCS scores in the terms of their nationalities were shown. Results indicated that Turkish participants (n = 95) scored higher (M = 3.80, SD = .47) than other participants (n = 7, M = 3.54, SD = .63) in MTCS total scores. They also had the highest mean scores in the terms of awareness (M = 4.07, SD = .49), knowledge (M = 3.69, SD = .63) and skills (M = 3.70, SD = .57) subdomains. However, these differences in mean scores were not statistically significant considering the t-test results. To sum up, it can be inferred that nationality was not a factor affecting teachers' multicultural teaching competencies.

Table 16.

Nationality and MTCS Scores

	Nationality	N	M	SD	t	p
Awareness	Turkish	95	4.07	.49	.53	.59
	Other	7	3.97	.41		
Knowledge	Turkish	95	3.69	.63	.92	.35
	Other	7	3.45	.92		
Skills	Turkish	95	3.70	.57	1.57	.12
	Other	7	3.34	.63		
MTCS (Total)	Turkish	95	3.80	.47	1.34	.18
	Other	7	3.54	.63		

Participants' age groups were also analyzed through one-way ANOVA test and results were given in Table 17. Regarding the p values (p > 0.05), no statistically significant differences were found in the results. When it comes to descriptive results, teachers aged 31-40 years old scored highest in awareness (M = 4.09, SD = .42), knowledge (M = 3.78, SD = .58), skills (M = 3.70, SD = .53) subdomains and total mean scores (M = 3.82, SD = .44). In addition, mean scores of age groups differed from 4.06 to 4.09 for the awareness dimension, 3.47 to 3.78 for the knowledge dimension, 3.58 to 3.70 for the skills dimension and 3.73 to 3.82 for the total MTCS results. To conclude, it can be said that difference in the age groups was not a factor influencing teachers' multicultural competency.

Table 17.

One-way ANOVA Results for Age Groups and MTCS

	Age Group	N	M	SD	F	p
Awareness	21-30	29	4.06	.62	.04	.96
	31-40	51	4.09	.42		
	41+	22	4.06	.42		
Knowledge	21-30	29	3.47	.71	2.05	.13
	31-40	51	3.78	.58		
	41+	22	3.68	.71		
Skills	21-30	29	3.68	.67	.34	.50
	31-40	51	3.70	.53		
	41+	22	3.58	.59		
MTCS (Total)	21-30	29	3.73	.56	.39	.67
	31-40	51	3.82	.44		
	41+	22	3.74	.49		
	Total	102	3.78	.48		

Table 18 deals with the EFL teachers' years of experience and its relationship with MTCS and its subdomains. As the table indicates, the mean score for MTCS total differs between 3.73 and 3.82. In the same way, the ANOVA results revealed that this difference is not statistically significant (F=.39; p>.05). Considering the subdomains, mean score for awareness subdomain differed between 4.06 and 4.09, for skills subdomain differed between 3.58 and 3.70 and for knowledge subdomain differed between 3.47 and 3.78. ANOVA results showed that these differences were not also statistically significant. That is to say, according to the results of the study, different age groups don't have different multicultural teaching competency levels.

Table 18.

One-way ANOVA Results for Years of Experience and MTCS

	Years of Experience	N	M	SD	F	p
Awareness	1-5	23	4.08	.54	.03	.97
	6-15	57	4.07	.49		
	16+	22	4.05	.41		
Knowledge	1-5	23	3.68	.78	.03	.97
	6-15	57	3.68	.60		
	16+	22	3.64	.67		
Skills	1-5	23	3.69	.66	.40	.66
	6-15	57	3.70	.55		
	16+	22	3.57	.59		
MTCS (Total)	1-5	23	3.79	.58	.20	.81
	6-15	57	3.80	.44		
	16+	22	3.72	.49		
	Total	102	3.78	.48		

Another demographic variable that the research question deals with is the current graduation degree of the participants. Table 19 shows the ANOVA results of participants according to their current graduation level. Total descriptive results show that PhD level teachers scored highest (M = 3.84, SD = .45) followed by MA level teachers (M = 3.83, SD = 0.50). Total results also show that the least scores were belonged to BA level teachers (M = 3.62, SD = .44). Moreover, teachers' scores differ from 4.03 to 4.11 for awareness subdomain, from 3.48 to 3.91 for knowledge subdomain and from 3.45 to 3.76 for skills subdomain. However, according to ANOVA results, these differences in means were not statistically significant regarding their p values (p > 0.05). To conclude, although descriptive results show that participants with PhD and MA levels scored higher than BA level participants, ANOVA results suggest that teachers' multicultural competency levels are not affected by their graduation degree.

Table 19.

One-way ANOVA Results for Participants' Education Degree and MTCS

	Education Degree	N	M	SD	F	p
Awareness	BA	26	4.03	.47	.50	.60
	MA	57	4.11	.50		
	PhD	19	4.00	.45		
Knowledge	BA	26	3.48	.60	2.44	.09
	MA	57	3.68	.66		
	PhD	19	3.91	.64		
Skills	BA	26	3.45	.53	2.54	.08
	MA	57	3.76	.58		
	PhD	19	3.71	.61		
MTCS (Total)	BA	26	3.62	.44	2.00	.14
	MA	57	3.83	.50		
	PhD	19	3.84	.45		
	Total	102	3.78	.48		

Next, Table 20 gives the independent t-test results of teachers' multicultural competency in the context of their current social contact with various other cultural groups of the society. Among the total MTCS scores, teachers who have social contact with other cultural groups of the society (n = 74) scored higher (M = 3.85, SD = 0.44) than the teachers (n = 28) who doesn't have contact with various cultural groups (M = 3.60, SD = 0.54). Moreover, independent t-test results showed that this difference is statistically significant ($p < 0.05$). To better understand the sub-levels of this significant difference between groups, results of MTCS subdomains are also given in the table. Considering the subdomains of MTCS, it can be seen that the differences in participants' responses to knowledge and skills dimensions of multicultural teaching competency scale showed a statistical significance ($p < 0.05$). In other words, teachers that actively contact with various other cultural groups have better multicultural teaching competencies in the terms of knowledge and skill dimensions compared to teachers' who don't have any active contact with other cultural groups.

Table 20.

Independent T-test Results According to Teachers' Current Social Contact with Other Cultural Groups

	Teachers that have contact with various cultural groups in their current environment	N	M	SD	t	p
Awareness	Yes	74	4.10	.46	1.22	.22
	No	28	3.97	.54		
Knowledge	Yes	74	3.77	.61	2.43	.01
	No	28	3.42	.71		
Skills	Yes	74	3.74	.54	2.01	.04
	No	28	3.48	.66		
MTCS (Total)	Yes	74	3.85	.44	2.34	.02
	No	28	3.60	.54		

Finally, the last demographic variable "whether teachers have had teaching experiences with students talking various mother languages" was analyzed through independent t-test and results are given in Table 21. Results revealed that teachers who have had teaching experiences with students talking various mother tongues (n = 83) scored higher than their counterparts who haven't had the same experience (n = 19) in terms of total MTCS and its subdomain results. T-test results also showed that these differences in the mean scores are statistically significant regarding the total MTCS and its Knowledge and Skills subdomains (p ≤ 0.05). Thus, It may be inferred that teachers who have taught children who speak a variety of mother tongues –which means they have had teaching experiences with various cultural groups throughout their life- have better multicultural teaching skills, especially in terms of knowledge and skills sub-dimensions.

In conclusion, aforementioned results revealed that three demographic features of participants significantly affected their multicultural competency. First, it was suggested that male participants have better multicultural teaching skills in terms of knowledge dimension. Next, results also showed that EFL teachers who have social contact with various cultural groups scored better than the teachers who do not have active social connection with other cultural groups. Finally, results proved that EFL teachers who

have had teaching experiences with students talking various mother languages have higher multicultural competencies.

Table 21.

Independent T-test Results For MTCS According to Teachers' Teaching Experience with Students Talking Various Mother Tongues

	Experience with students talking various languages	N	M	SD	t	p
Awareness	Yes	83	4.09	.49	.97	.33
	No	19	3.97	.41		
Knowledge	Yes	83	3.73	.64	1.95	.05
	No	19	3.41	.65		
Skills	Yes	83	3.72	.58	1.82	.05
	No	19	3.45	.57		
MTCS (Total)	Yes	83	3.82	.48	1.99	.04
	No	19	3.58	.46		

Findings of the Research Question 5

In this part, the findings of the fifth research question "Is there a relationship between teachers' teaching for social justice beliefs and their multicultural teaching competencies?" will be presented. To reveal the relationship of two scales, Pearson's Correlation test was applied and the results showed that there is a significant weak positive correlation between university level EFL teachers' teaching for social justice beliefs and their multicultural teaching competencies (r =.36, p <.01), which indicates that teachers who had higher commitment to teaching for social justice in terms of their beliefs also had higher multicultural teaching competencies.

In addition to the relationship between total scores of LTSJ-B and MTCS, another Pearson's Correlation Test was used to analyze the connection between LTSJ-B and MTCS's three subdomains. As can be seen in Table 22, results showed that university level EFL teachers' teaching for social justice beliefs have a moderate positive correlation with their awareness dimension of multicultural competency (r = .44, p < 0.01). In addition, there is a weak positive relation with LTSJ-B and MTCS skills dimension (r = .31, p < 0.01). However, when it comes to the correlation between LTSJ-

B and MTCS's knowledge dimension, there is no statically significant correlation revealed by the results.

In conclusion, aforementioned correlation results revealed a weak positive correlation between LTSJ-B and MTCS scales' total scores. When it comes to relationship between LTSJ-B and MTCS's sub-dimensions, there was also moderate positive correlation with awareness dimension and weak positive correlation with skills dimension. In other words, teachers with high level of teaching for social justice beliefs can control their biases towards diverse cultures more and they have better skills to implement multicultural teaching methods in their classes and school environments.

Table 22.

Pearson Correlations Matrix for Teachers' LTSJB and Subdomains of MTCS

	LTSJ-B Total	MTCS Awareness	MTCS Knowledge	MTCS Skills
LTSJ-B Total	1			
MTCS Awareness	.44**	1		
MTCS Knowledge	.18	.38**	1	
MTCS Skills	.31**	.49**	.66**	1

**. Correlation is significant at the 0.01 level (2-tailed).

4. DISCUSSION

Introduction

This study was conducted to understand university level EFL teachers' teaching for social justice beliefs and their multicultural teaching competencies. Additionally, it was also aimed to analyze whether there is a relationship between these two issues. A quantitative research design was established to accomplish aforementioned aims and data collecting tools consisted of a demographic questionnaire, and two scales were applied to 102 participants who were working at universities in Southeastern Anatolia and Mediterranean regions of Turkey. The data gathered from the demographic questionnaire and the scales were analyzed through descriptive statistics, one-way ANOVA and t-tests, and findings related to these analyzes were covered in Chapter 3 of this study.

In this chapter, the findings will be discussed in terms of the research questions with references to relevant literature. Moreover, the limitations of the study, the pedagogical implications and suggestions for further studies are going to be discussed at the end of the chapter to serve a background for the further studies.

Discussion of Teachers' Teaching for Social Justice Beliefs and Effect of Demographic Variables on These Beliefs

The first and second research questions of our study intended to explore teachers' teaching for social justice beliefs and to establish possible connections with their demographic information. Before starting the discussion, it is essential to give some background information on the setting and participants of this study. First of all, the study was conducted in two regions - Southeastern and Mediterranean - of Turkey. The reasons behind why these regions were chosen were due to their high number of diverse ethnic population and rapidly increasing refugee population they currently host. In Table 23, the population of recent Syrian refugees living in each region is given according to information obtained from The Directorate General of Migration Management of Turkey (2021). Additionally, it should be noted that the term "Syrian refugees" itself also refers not only one fixed phenotype but various cultures, languages and religions due to the country's wide diverse cultural population. These statistics show that teachers working in these regions are dealing with rapidly growing diverse student population. Next, it should be noted that instead of this rapid growing culturally

diverse population, ELT teacher education in the related departments of Turkish universities does not include social justice related issues as an independent course which has its own curriculum and agenda.

The first thing that is noticed in the descriptive statistics of LTSJB scale is that the teachers agreed to a great extent that the definition of good education is to include a range of cultural and experiential perspectives into classroom activities and discussions (Item 4; M= 4.34). Although this result goes parallel to the results of similar LTSJB scale-applied studies in the literature (Enterline et al., 2008, Cochran-smith et al, 2012, Ginns et al, 2015), when the means of the answers given to the other items of the questionnaire is considered, it gives the impression that it creates a self-contradictory image. There could be several reasons for this. One of these reasons may be that it is one of the less contradictory items due to the way the LTSJB questionnaire was constructed as stated in section three of this study. To expand, no matter whether teachers have gone under a special training related to social justice teaching or not, most of the teachers may have agreed on this item strongly since it represents a "common sense" idea and a trending discourse. Moreover, as the scale does not deal with what teachers understand from "diverse cultures" in terms of utilizing culture to in-class activities, it may be due to their understanding of the culture and diversity in a structuralist view that reduces culture to fixed categories such as festivals, fairs, food or folk dances as Vinall (2015, p.38) states in his study. Vinall (2015) explains this situation as "how culture is understood and what role it plays in the classroom are larger questions of how cultural representations are constructed and how cultural difference is understood" (p.38). Similarly, in my teaching environment, which is one of the target populations of this study, we as teachers of ESL, mostly discuss cultural topics that are needed to be added to the curriculum in the scope of texts and listening materials which represent only the visible area of the culture of the diverse population we face.

Another expected situation regarding the LTSJB scale descriptive statistics was that while moving from the less controversial positively worded items to more controversial negatively worded ones, a decrease in the mean scores which indicates a shift from agreement towards uncertainty was noted. Among these results, one of the points to be discussed is teachers' beliefs on improving students' critical thinking skills against the issues causing the perpetuation of the social inequities and the belief that concerns of culture, equality, and race should be freely explored and made visible in all parts of the educational experience. Item 2; "Issues related to racism and inequity should be openly

discussed in the classroom" and Item 8; "teachers should teach students to think critically about government positions and actions" of the LTSJB questionnaire were dealing with these issues. As stated in the literature review part of the study, various studies in the education field like Freire's concept of "critical consciousness" or Adams, Bell and Griffin's (2007) "theory of teaching for social justice" and in the ELT field such as Kumaravadivelu's (2006) "possibility parameter" have put raising critical skills of students in the center of social justice issues. However, participants in this study seem to be slightly uncertain about their beliefs on these issues (Item 2; M=3.57, SD=1.04; Item8; M=3.32, SD=.98). The strongest reason of this uncertainty migt be due to criticizing government actions; and discussing local issues and social inequities in the class may face off teachers and local authorities which may result with serious outcomes. Similarly, Hashemi (2011) proposes that such an open-ended and big responsibility may cause serious problems for the EFL teachers of some countries in which the society has internalized the oppression by the dominant power and advocate for it. Teachers may not break the dominance of the historically internalized norms and may find themselves on the target by the dominant power. Additionally, as previously stated by numerous researchers, this might also be related to the marginalization of critical and political views in the field of English language education. (e.g., Doğançay-Aktuna, 2006; Pennycook, 1990; Cakcak, 2015). As a supportive example from my teaching experience, we have been warned many times by the school authorities to not touch the so-called "dangerous topics" –topics related to cultural and ethnic diversities- while conducting our classes especially during the raised tensions in the terms of diversity issues in the country. To my mind, it is an unavoidable reality that each stakeholder in the language learning and teaching process brings her own cultural, social, economic, and political background with herself. Specifically, there is a life outside of the classroom, which is called real life; furthermore, each person, including the teacher, has a unique identity and philosophy. With the aforementioned context and identity, each individual develops her subjectivity throughout the language teaching and learning process. Thus, Pratt (2008) characterizes classrooms as unequal social spaces in which authority and hierarchy come into contact with and engage the "Other.". As Vinall (2015, p.16) claims, "of main concern in these spaces is how to encourage students to critically reflect on their own social locations and to become aware of their own tourist gaze and how it is imbued with power". Premised upon the idea that thinking and living critically is significant, and we accept that language is a meaning-

making process which includes all these identities and subjectivities in these social spaces; despite institutional ideological barriers, a socially fair education in EFL should take into consideration the variety of meaning-making opportunities and situations that exist in today's communicational landscape and in learner communities.

The most striking result considering the descriptive findings of LTSJB might be that participants scored lowest on the reverse Item 11 "whether students succeed in school depends primarily on how hard they work" (M=2.58, SD=1.01), and Item 12 "realistically, the job of teacher is to prepare students for the lives they are likely to lead" (M=2.24, SD=.81). In the relevant studies in the literature, such as Enterline et al. (2008), Cochran-Smith et al. (2012), Ginns et al. (2015) and Taylor (2018) these items were also scored less than the other items. However, this difference was not as sharp as it is in our study. Results indicated that participants of this study strongly believe the ideas that students' success primarily depends on their studying performance and teachers' role on changing their students' life is limited. There can be many reasons enforcing these beliefs. In my opinion the most meaningful way to explain these beliefs is the "meritocracy myth" notion which McNamee and Miller (2004) discuss and critique in their study. They criticize the beliefs about system of meritocracy by referring to a gap between the actual operation way of the system and and how people believe it works. They call this gap as "the meritocracy myth," or "the myth that the system distributes resources—especially wealth and income—according to the merit of individuals" (as cited in Semeniuk, 2013). In other words, as Littler (2013) states, discourse of neoliberal meritocracy operates "as an ideological myth to obscure economic and social inequalities." In the same vein, there are strong critiques to negative effects of meritocracy view in the post-modern ELT literature (Kumaravadivelu, 2012, Brown, 2002). In the light of these critiques, it can be inferred from our study that our participants in Turkish context are over-bounded to the assertions of system of meritocracy which lead them to misinterpret one of the main assumptions of social justice in education that merits of students from diverse populations that may have enclosed by historically and socially shaped inequities are not equally advantaged from the system compared to their "lucky" counterparts. They also seem to be uncertain with the idea that teachers should be advocators of the social justice by centering social justice issues in their teaching and help students to reduce their disadvantaged position in terms of education caused by the inequalities surrounding them as Adams, Bell and Griffin (2007) suggests.

The final part of the discussion of teachers' teaching social justice beliefs deals with possible relations between teachers' demographic information and their beliefs. Before setting up the scene, it should be noted that there is limited source linking teachers' demographic information and their teaching for social justice beliefs in ELT domain until the date this study was published. Thus, the discussion will simply include the data gained from this study and author's opinions.

Results revealed that almost none of the demographic differences affected teachers' beliefs in terms of teaching for social justice. These differences include age, gender, nationality, years of experience, education degree and whether they worked with economically disadvantaged groups of students or not. Findings of these demographic variables can be found in part 3.2 of the study. The only significant difference was found regarding participant teachers' teaching experience with students talking various mother tongues. This item was to find out whether teachers' commitment to teaching for social justice depends on their experience with students coming from various cultural backgrounds. Results showed that teachers who had teaching experiences with students talking various mother languages have stronger commitment to social justice teaching than their counterparts who did not have any experience respectively (n=83, M=3.45, SD=.39; n=19, M=3.21, SD=.27). To start with, it should be noted that the number of the teachers who had an experience with students talking various mother tongues was far more than the ones who did not have any experience and this could have leaded a disproportionate result. Next, as a reason that may lie under this significant difference, as Ajayi (2011) claimed, the sociocultural identities and teacher role identities of English as a second language (ESL) instructors are firmly entrenched in their personal experiences. As a result, she discovered in her study that ESL instructors' sociocultural identities had a substantial impact on their instructional methods. In this sense, it can be concluded that, due to high expose to diverse cultural backgrounds and inequalities they face in their teaching environment, some participants of these study might have stronger teaching for social justice beliefs than their counterparts.

Discussion of Teachers' Multicultural Teaching Competence and Effect of Demographic Variables on Their Competence

Third and fourth research questions of this study aimed at finding out university level EFL teachers' multicultural competence and its relation with teachers' demographic variables.

Results revealed that university level EFL teachers have good multicultural competence regarding the MTCS total score (M=3.78, SD=.48). Among from the three dimensions of multi-cultural teaching competence, it was found that teachers scored best in awareness dimension (M=4.07, SD=.48) followed by knowledge (M=3.67, SD=.65) and skills (M=3.67, SD=.58) dimensions. The findings of this study are consistent with some studies on multicultural competence conducted on teachers and pre-service teachers in the literature (Gorham, 2001; Perkins, 2012; Hong et al., 2010). According to Perkins's (2012) study, majority of pre-service teachers perceived their multicultural competencies at a high level, 72% of them considered themselves highly competent in multicultural awareness, 55% in multicultural knowledge, and 84% in multicultural skills. Barry and Lechner (1995) discovered that the majority of pre-service teachers are aware of and knowledgeable about multicultural education concerns and are prepared to work with cultural diversity. In the ELT literature, however, Byram's intercultural communicative competence theory was mostly used, and studies conducted according to this theory yielded positive findings similar to those in our study (Smakova and Paulsrud, 2020; Karabinar & Guler, 2012; Ortaçtepe, 2015; Tomak, 2012; Koç, 2018; Güneri, 2021).

As stated above, results revealed that teachers' awareness dimension of their multicultural competence was found slightly higher than their knowledge and skills dimensions. One reason for this difference may be that items in the awareness dimension which deals mostly with teachers' biases towards different cultures are not shaped only through their educational background. In other words, we learn to judge our biases and be aware of the other cultures in a complex metacognitive process which is shaped through our life experiences, religional and cultural norms and many other external factors. However, knowledge and skills are mostly cognitively carried on processes and require observing, researching, learning and practicing. Thus, most of the people acquire awareness on a social issue without a significant cognitive effort but they have to do effort-needed activities like reading, studying and trying to learn in order to have better knowledge skills. Another reason which caused awareness dimension to be

scored higher compared to the skills dimension might be that even though teachers are aware of diverse cultures, they may have difficulties in skills dimensions due to some formal or informal barriers. For instance, teachers may encourage themselves to promote diversity and utilize necessary skills in the classroom. However, they may be aware of acting in the same way in broader school contexts and in the community context since they might be afraid to face off hegemonic powers such as formal or informal authorities. As a personal experience, when I talk to my colleagues personally, I find out that they are also trying to encourage diversity issues in their classrooms individually, but unfortunately when it comes to meetings, we usually prefer not to discuss or exchange ideas about these issues. Moreover, we never do any activities to promote diversity in our wider school environment because of the same reservations mentioned above.

To conclude aforementioned descriptive results, when the findings obtained from this research are evaluated together with the studies in the literature, it is seen that univrsity EFL teachers in this study show a favorable attitude toward multicultural education, cultural differences and living in harmony with these differences, and that they also care about these differences and try to use them effectively in their education environment. Thus, these results support the idea that teachers' perception of themselves as competent in multicultural education in general and in its sub-dimensions such as awareness, knowledge and skills may also self-motivate them to make efforts to increase their multicultural competencies.

Results were also evaluated in terms of some demographic variables of the participants, such as age, gender, nationality, years of experience, education degree, their current social contact status with various cultural groups and their teaching experience with students talking various mother languages. Among these results, gender and knowledge dimension, teachers' current contact with various cultural groups and knowledge and skills dimensions and teachers' experience with students talking various mother languages and knowledge and skills dimensions were found significantly difference. Moreover, even though statistically significant different was not found, participants' education degree was seen to affect their mean scores in terms of their multicultural competence.

Talking about the gender and teachers' multicultural teaching competence, the study revealed that female participants scored higher in awareness dimension but their male counterparts scored higher in knowledge and skills dimensions. However, among these

results only the male's higher scores over females in the knowledge dimension was found significantly different. Similarly, Polat (2013) in his study with middle-school teachers in Van city in Turkey found out that male teachers' knowledge dimension scores of multicultural teaching were higher than the female teachers' scores significantly. In the same vein, Işıklar (2015) revealed that male teachers over scored female teachers in the terms of knowledge dimension. However, in a comparable research conducted in Turkish context by Yazıcı et al. (2009) there was no significant difference found between the teachers in terms of the gender variable.

Another demographic variable analyzed in this study was participants' current education degree. According to the results, university level EFL teachers who participated to the study scored differently regarding their education backgrounds. The study revealed that MA and PhD level teachers scored higher than their BA level counterparts especially in knowledge and skills dimensions. These differences, however, were not statistically significant. In the similar vein, Işıklar (2015) found out that teachers' multicultural competence increased in parallel to their education level. This result was not an unexpected result since it is a known issue that MA and PhD programs put more emphasis in the diversity issues compared to BA programs. Moreover, it can be inferred that teachers with MA or PhD degrees are likely to have more willingness to improve themselves by reading recent literature due to the nature of the stated educational degrees.

Two similar variables, teachers' current social contact with various cultural groups and their past experiences with students talking various mother languages, were also analyzed in this study in the terms of their possible relationship to teachers' multicultural competence. The results indicated that there was a statistically significant difference between the teachers who have social contact with various cultural groups and their counterparts who do not have. To expand, teachers who have social contact with various cultural groups and/or teachers who worked with students speaking various mother tongues scored higher than the others in MTCS total results and in knowledge and skills dimensions particularly. These results are compatible with the results in the relevant literature in Turkish and some other contexts. For instance, Bulut (2014) revealed in her study that teachers adequately equipped about multicultural education stated that the heterogeneity of the place where they live and the fact that they have encountered different cultures are effective in having sufficient equipment. In the same vein, Hong et al. (2010) found that novice teachers who were more familiar to racial

diversity in their environment achieved higher scores in all areas of awareness, knowledge, and skills. In the light of our findings and the relevant literature it can be inferred that some of the university level EFL teachers participated in our study have active social contact with various cultural groups in their environment and this cultural contact enabled them to develop their multicultural competence and encouraged them to welcome differences and take necessary actions promoting diversity in their teaching experiences.

Discussion of Relationship between EFL Teachers' Teaching for Social Justice Beliefs and their Multicultural Teaching Competence

The fifth and the last research question of this study deals with whether there is a correlation between participant university level EFL teachers' teaching for social justice beliefs and their multicultural teaching competence. Aforementioned findings of this study revealed that there is a weak positive correlation between MTCS and LTSJ-B total scores of participants. In other words, the study revealed that when the participant teachers' commitment level to teaching for social justice increases, their multicultural teaching competence level also increases accordingly. Moreover, this correlation reaches to a moderate degree when it comes to the relation between LTSJB results and awareness and skills sub-dimensions of the MTCS results.

In recent ELT literature there have been growing studies related to social justice issues (Alsup & Miller, 2014; Bialostok, 2008; Hastings and Jacobs, 2016; Dover, 2013; Edelsky, 2008; Flores et al., 2004; Johnston Da Cruz, 2017; Hawkins, 2011; Bulut, 2015; Whitman, 2018; Yazan et al., 2018). Even though these studies give various perspectives on implementing social justice education in the ELT field, one common thing of all these studies is that they all emphasize the critical nature of addressing diversity concerns in the classroom and broader educational setting. In addition to the scholars mentioned above, for example Crooks (2013), in his book, also emphasized the role of critical teaching in ELT and claimed that a socially just environment in ELT classrooms enforced by critical pedagogy improves the learning opportunities of culturally diverse student population that teachers face in their classrooms. Similarly, as one of the key scholars in teacher and student identity formation issues in ELT domain, Norton (2013) stated that "diverse identities of learners offer them a range of positions from which to speak, listen, read or write, thus the important point for language educators is to explore which identity positions offer

the greatest opportunity for social engagement and interaction" (p. 16). Norton's aforementioned statement of how diverse identities shape language learning is not sharply different from Kramsch's (1997) explanation of the term "context" in language learning is as follows: "context is shaped by individuals conversing with one another, making assertions about the world and therefore about themselves and their connection to one another. They communicate and negotiate interpretations that are part of a community's pool of common knowledge and that draw on a variety of historical and contemporary 'texts'"(p. 46). In a similar vein, Taylor and Sobel (2011) stress the significance of teachers' basic dedication to the achievement of all students, including those from a variety of languages, cultures, racial/ethnic backgrounds, faiths, economic resources, interests, talents, and life experiences. Additionally, they highlight the need of instructors being able to understand the structural inequities that exist in society and are mirrored in its schools, as well as the fact that schools have a history of failing to assist pupils who do not fit into the "mainstream" culture (p. 3). Besides the world literature, in an empirical study in Turkish literature, Bulut (2014) examined the multicultural competence perceptions of the teachers according to their democratic attitudes and found a positive and significant relationship which means that teachers' democratic attitudes were correlated to their multicultural competence and its sub-dimensions.

Following a brief review of the relevant literature studies, it is evident that social justice concerns play an important role in multicultural education, and vice versa. Our study findings also proved that there is a correlation between teachers' commitment to social justice and their multicultural teaching competence which corresponds with the reviewed literature. However, one thing to discuss considering our study's results is that in spite of the growing literature putting the social justice issues in the heart of multicultural teaching, our findings point to a low to moderate degree of relationship. This could be due to various reasons. First, it has been mentioned in aforementioned discussions of other research questions of this study that teachers scored considerably higher in MTCS scale than the LTSJB scale which might be explained in the way that it is because LTSJB scale had more controversial items touching the power-relations and inequities and criticism of neo-liberal issues. Thus, it might be inferred that even though the participants of this study deal with multi-cultural issues in terms of welcoming diversities on a surface level, they approach the social justice issues related to diversities self-possessedly. In other words, participants are aware that ELT classrooms

are contact zones where diverse students' identities meet and share their diverse backgrounds and representations to establish meaning-making process; they have lack of knowledge that students also bring their current and historical experience of social inequalities to classroom. Another reason may be that they are afraid of not being able to control a possible clash between these historically shaped diverse identities in this contact zone since some of the participants did not have past experiences working with diverse students. Finally, there may be also broader school, community and governmental factors affecting this low relationship. For instance, thinking of the refugee students, political atmosphere of the countries is not always welcoming them in the same level. They are mostly under a great pressure of political shifts which shape their level of adaptation to the society they moved in. In a similar vein, thinking that university teachers of this study are part of this community shaped and governed by the same politics, it is not always a piece of cake for them to implement theoretically "correct" implementations while doing their jobs in the terms of multicultural teaching and advocating for inequities through social justice framework.

To conclude, in the light of the fact that growing diverse population in the societies takes serious attention of educational scholars, ELT classrooms have a key role since they are one of the main "social spaces" in which this diverse population meet each other, share their experiences and invest for the language for various reasons. Thus, as Kelly (2012) argues, teachers should advocate for social justice in educational institutions and beyond the broader school contexts by caring for students who come from diverse backgrounds and face a variety of challenges.

Pedagogical Implications of the Study

Since the study investigates university level EFL teachers' social justice beliefs and their multicultural teaching competencies; it includes several pedagogical implications for university EFL teachers, policy makers and teacher training curriculum designers. Starting with the teachers, findings of the study have indicated that teachers' multicultural teaching competencies are higher in awareness dimension than the knowledge and skills dimensions. Thus, teachers should pay more attention to develop their knowledge and skills dimensions by trying to establish stronger ties within the community they teach, to learn historical experiences of various diverse groups affecting their learning process and to develop their academic intellectual backgrounds by learning about racial and ethnic theories and following up-to-date literatures

regarding the multicultural teaching issues. Moreover, they need to carry on their in-class multicultural teaching practices to broader school context and get in touch with their counterparts to share their experiences and cooperate with them in the light of these shared experiences to create a more inclusive atmosphere in wider school environment. Thinking of their results regarding their teaching for social justice beliefs, teachers should put more emphasis on the social justice issues in their multicultural teaching environments especially in the terms of a understanding that EFL classrooms are social contact zones in which historically and systemically disadvantaged groups of learners come together for a common purpose –to invest in language learning and these social spaces are most of the time the only opportunity for them to express themselves by interacting with the "others". In addition, teachers should have more awareness of neo-liberal education policies and the false myth of meritocracy to minimize the gap which disadvantaged groups of students bring to class compared to their counterparts.

Results also showed that teachers are uncertain of touching controversial issues regarding both social justice and multicultural teaching issues most probably due to they are beware of facing local administrators and policy makers. Thinking that our participants are in-service university teachers and since the universities are considered to be places where the free speech and act should be exercised and taught in a wider approach, it is an indisputable fact that university administrations and policy makers should expand the space for teachers to make them feel more relaxed in their social justice establishing and multicultural teaching process. Moreover, they also need to be active partners with teachers to promote diversity in wider school and community environment and to minimize the reproduction of existing inequalities which affect learners' language learning process in a negative way.

Finally, as the study's findings indicate, even though they have enough awareness and basic knowledge and skills, teachers have lack of knowledge on the necessary theories and skills to implement multicultural teaching in their classroom practices and to have a deeper understanding of social inequalities, it is also a great importance for curriculum designers to implement social justice issues in a wider perspective while designing ELT teacher training program curriculums. Moreover, ELT training programs may promote trainee teachers to conduct their internships in culturally diverse school environments. Meeting diverse learners in the real classroom atmosphere may help them to improve their multicultural teaching competencies, to understand social justice

related issues in a practical way and to interiorize their knowledge on the theories they learned during the training programs.

Limitations and Suggestions for Further Study

As the nature of the methodological design of the study, it has some limitations and accordingly it includes suggestions for further researches. First of all, since the study is designed to cover the universities in two regions of Turkey, it is not possible to generalize these findings to nation-wide level. Further studies can be conducted covering other regions of Turkey to have more accurate results in the nation-wide domain. Next, as the participants of the study are limited to university level EFL teachers, the findings cannot be generalized to all education levels. In other words, as each teaching environment has its own conditions and factors affecting diversity and social justice issues, teachers facing with different level of students may have different experiences than teachers working at the universities. Future studies may include EFL teachers working in different levels of education to shed a brighter light on the issues dealt in this study.

Finally, it should be considered that our study is designed in a quantitative way which consists of a demographic questionnaire and two likert scale questionnaires to obtain the data from participants. Thus, in order to consolidate the findings and to have better understanding on participants' insights on the dealt topics, further studies can be conducted using qualitative research tools such as interviews, classroom observations and teacher narratives.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Emin CAN
ÖĞRENCİ NO	20198036
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - Güz Dönemi Kaydını Yeniledim.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	The Relationship Between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom (Üniversite İngilizce Öğretim Elemanlarının Sosyal Adalet İçin Öğretim İnançları ile Çok Kültürlü Öğretim Yeterlilikleri Arasındaki İlişki
TEZİN AMACI	Çalışmanın bir amacı, üniversitelerde eğitim veren İngilizce öğretim elemanlarının sosyal adalet için öğretme inançlarını incelemektir. Çalışmanın bir diğer amacı da öğretim elemanlarının sınıflarındaki çok kültürlü öğretim yeterliklerini anlamaktır. Son olarak, çalışmanın son amacı, ingilizce öğretim elemanlarının sosyal adalet öğretim inançları ile sınıflarındaki çok kültürlü öğretim uygulamalarını ilişkilendirmektir.
TEZİN TÜRKÇE ÖZETİ	Niceliksel olarak tasarlanmış bu çalışmada, üniversitelerde eğitim veren İngilizce öğretim elemanlarının sosyal adalet için öğretme inançları ile çok kültürlü öğretim yeterlikleri arasındaki ilişki araştırılacaktır. Çalışma, Güneydoğu Anadolu ve Akdeniz Bölgesindeki 8 devlet ve 2 özel üniversitenin EFL öğretmenlerini kapsayacaktır. Belirtilen konu ile ilgili olarak araştırmanın üç amacı olacaktır; birincisi, üniversite düzeyindeki İngilizce öğretmenlerinin sosyal adalet için öğretme inançlarını araştırmak, ikincisi, üniversite düzeyindeki İngilizce öğretmenlerinin sınıflarındaki çok kültürlü öğretim yeterliklerini anlamak ve üçüncüsü öğretmenlerin sosyal adalet inançlarına yönelik öğretimi ile çok kültürlü öğretim uygulamalarını ilişkilendirmek sınıflarında. Araştırma nicel araştırma olarak tasarlanacak ve araştırmanın amacını belirlemek için betimsel ve ilişkisel araştırma türleri kullanılacaktır. Sonuçlar SPSS bilgisayar programı aracılığıyla analiz edilecek ve ilgili literatür aracılığıyla yorumlanacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Adıyaman Üniversitesi - Batman Üniversitesi - Harran Üniversitesi - Dicle Üniversitesi- Mardin Artuklu Üniversitesi - Gaziantep Üniversitesi - Çukurova Üniversitesi - Kilis 7 Aralık Üniversitesi - Hasan Kalyoncu Üniversitesi - Çağ Üniversitesi

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Adıyaman Üniversitesi: Merkez / Adıyaman Batman Üniversitesi: Batman / Merkez Harran Üniversitesi: Merkez / Şanlıurfa. Dicle Üniversitesi: Bağlar / Diyarbakır Artuklu Üniversitesi: Artuklu / Mardin - Gaziantep Üniversitesi: Şehitkamil / Gaziantep Çukurova Üniversitesi: Sarıçam / Adana Kilis 7 Aralık Üniversitesi: Merkez / Kilis Hasan Kalyoncu Üniversitesi: Şahinbey / Gaziantep Çağ Üniversitesi: Tarsus / Mersin
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Adıyaman Üniversitesi: Merkez / Adıyaman - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Mardin Artuklu Üniversitesi: Artuklu / Mardin - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Batman Üniversitesi: Batman / Merkez - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Harran Üniversitesi: Şanlıurfa / Merkez - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Dicle Üniversitesi: Merkez Diyarbakır - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Gaziantep Üniversitesi: Şehitkamil / Gaziantep - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Çukurova Üniversitesi: Sarıçam / Adana - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları / İngiliz Dili Eğitimi Anabilim Dalı - İngilizce Öğretim Elemanları Kilis 7 Aralık Üniversitesi: Merkez / Kilis - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Hasan Kalyoncu Üniversitesi: Şahinbey / Gaziantep - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları Çağ Üniversitesi: Tarsus / Mersin - Yabancı Diller Yüksekokulu - İngilizce Öğretim Elemanları -- İngiliz Dili Eğitimi Anabilimdalı - İngilizce Öğretim Elemanları
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1- Demografik Sorular 2- Learning to Teach for Social Justice-Beliefs Scale(LTSJ-B) (Sosyal Adalet İçin Öğretme İnançları Ölçeği) 3- Multicultural Teaching Competency Scale (MTCS) (Çokkültürlü Öğretim Yeterliliği Ölçeği)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (2) Sayfa - 6 Soru "Demografik Sorular" Anketi. 2) (2) Sayfa - 12 Maddelik "Learning to Teach for Social Justice-Beliefs Scale(LTSJ- B) (Sosyal Adalet İçin Öğretme İnançları)" Ölçeği 3) (3) Sayfa - 22 Maddelik "Multicultural Teaching Competency Scale (MTCS) (Çokkültürlü Öğretim Yeterliliği) Ölçeği

ÖĞRENCİNİN ADI - SOYADI: Emin CAN	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 05/ 01/ 2021

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: ………..……	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : : Prof. Dr.	Unvanı: …….…..…	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası: ………….…..…	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
/ / 20	/ / 20	/ / 20	/ / 20

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN (Y.)**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA (Y.)**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
	Yerine Dr. Öğr. Üyesi Sami Doğru		Yerine Araş. Gör. Gamze ÇETİNER	
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE **OY ÇOKLUĞU İLE**	X	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 22 / 01/ 2021 - 27 / 02/ 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix B: Demographic Questionnaire

1- Your Age?
2- Your Nationality?   TR - Other
3- Gender
4- Years of experience as an ELT teacher?
5- Your degree?   BA - MA - PhD
6- Do you have social contact with cultural groups other than yours in your current environment?   Yes - No
7- Have you worked with students speaking various mother tongues throughout your professional life?   Yes - No
8- Have you worked with students from economically disadvantaged groups throughout your professional life?   Yes- No

Appendix C: Learning to Teach For Social Justice Scale

1	An important part of learning to be a teacher is examining one's own attitudes and beliefs about race, class, gender, disabilities, and sexual orientation.
2	Issues related to racism and inequity should be openly discussed in the classroom.
3r	For the most part, covering multicultural topics is only relevant to certain subject areas, such as social studies and literature.
4	Good teaching incorporates diverse cultures and experiences into classroom lessons and discussions.
5r	The most important goal in working with immigrant children and English language learners is that they assimilate into Turkish society.
6r	It's reasonable for teachers to have lower classroom expectations for students who don't speak Turkish as their first language.
7	Part of the responsibilities of the teacher is to challenge school arrangements that maintain societal inequities.
8	Teachers should teach students to think critically about government positions and actions.
9r	Economically disadvantaged students have more to gain in schools because they bring less into the classroom.
10r	Although teachers have to appreciate diversity, it's not their job to change society.
11r	Whether students succeed in school depends primarily on how hard they work.
12r	Realistically, the job of a teacher is to prepare students for the lives they are likely to lead.

Likert response categories: Strongly Disagree = 1, Disagree = 2, Uncertain = 3, Agree = 4, Strongly Agree = 5.

R: denotes the categories were reverse scored.

Appendix D: Multicultural Teaching Competency Scale

1- My cultural belonging can make me distant from students in diverse cultures.
2- I can understand the diverse cultural characteristics of students.
3- I can notice if I discriminate against students from diverse cultures.
4-I can critically examine my prejudices towards diverse cultures.
5- I am aware of my prejudices towards diverse cultures.
6- Because of my cultural belonging, I can behave biasedly toward students with diverse cultures.
7-I integrate the cultural values and lifestyles of diverse cultural groups into my teaching.
8-I plan many activities to celebrate diverse cultural practices in my classroom.
9-I plan school events to increase students' knowledge about cultural experiences of diverse cultural groups.
10- My curricula integrate topics and events from diverse cultural populations.
11- I make changes within the general school environment so that diverse cultural minority students will have an equal opportunity for success.
12- I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.
13- I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.
14-I often include examples of the experiences and perspectives of diverse cultural groups during my classroom lessons.
15- I often promote diversity by the behaviors I exhibit.
16- I establish strong, supportive relationships with diverse cultural groups' parents.
17- I am knowledgeable about particular teaching strategies that affirm the diverse cultural identities of all students.
18- I have a clear understanding of culturally responsive pedagogy.
19-I am knowledgeable about racial and ethnic identity theories.
20- I am knowledgeable of how historical experiences of minority groups from diverse cultures may affect students' learning.
21- I understand the various communication styles among students from diverse cultures in my classroom.
22- I am knowledgeable about the various community resources within the city that I teach.

Appendix E: Permission from Rectorate of Çağ University for the Questionnaire

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000510   23.01.2021
Konu : Emin CAN'a Ait Tez Anket İzni
        Hakkında

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198036 numaralı öğrencimiz olan **Emin CAN**, **"The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom"** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğüne bağlı olarak halen çalışmakta olan İngilizce Öğretim Elemanlarını** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 7 sayfa Sorular, Anketler, 8 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:
Gereği: Bilgi:
Yabancı Diller Yüksekokulu Müdürlüğüne   Rektörlük Makamına

E-Posta: aycankol@cag.edu.tr

Evaluation
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Appendix F: Permissions from Participants' Universities

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100000637   28.01.2021
Konu : Tez Anket İzni

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Emin CAN'ın uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi ÖNAL
Yabancı Diller Yüksek Okulu Müdürü

E-Posta: gokcenaydogan@cag.ed

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T.C.
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Sayı :   E-76062934-044   01.02.2021
Konu :   Anket Çalışması Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi :   23.01.2021 tarihli ve E-23867972-044-2100000511 sayılı yazınız.

İlgi yazınıza istinaden Enstitünüz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 20198036 numaralı öğrenciniz Emin CAN'ın "The Relationship Between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" konulu tez çalışması kapsamında uygulamak istediği anket Rektörlüğümüz tarafından uygun görülmüştür.

Bilgilerinize arz ederim.

Prof. Dr. Muhammet Ruhat YAŞAR
Rektör a.
Rektör Yardımcısı

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e-posta: gensek@kilis.edu.tr   İnternet Adresi: www.kilis.edu.tr   Telefon No: (0348) 814 26 66
Kep Adresi: kilis7aralikuniversitesi@hs01.kep.tr   UETS Adresi: 35122-42218-79950   Dahili No: 1039

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Sayı   : E-16357079-044-5930
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         Hakkında

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Sosyal Bilimler Enstitüsü

İlgi   :   23.01.2021 tarihli ve E-23867972-044-2100000511 sayılı yazınız.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 20198036 numaralı öğrencisi Emin CAN'ın "The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" başlıklı tez çalışmasını Üniversitemiz Yabancı Diller Yüksekokulunda görev yapan öğretim elemanlarına uygulanması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Cumhur KIRILMIŞ
Rektör a.
Rektör Yardımcısı

T.C.
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Sayı : E-79368504-199-5180
Konu : Anket Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 27/01/2021 tarihli ve 2100000511 sayılı yazı

İlgi sayılı yazı ile İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198036 numaralı öğrenci Emin CAN'ın "The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" konulu tez çalışmasını, Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'ne bağlı olarak halen çalışmakta olan İngilizce öğretim elemanlarını kapsamak üzere bir anket uygulaması talep edilmektedir. Söz konusu anket uygulama talebi Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü tarafından uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof.Dr. Serhat HARMAN
Rektör a.
Rektör Yardımcısı

Ek:İlgi yazı

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Web:www.artuklu.edu.tr

T.C.
HASAN KALYONCU ÜNİVERSİTESİ
REKTÖRLÜĞÜ

Sayı :E-64922182-044-2103030059   Tarih:03.03.2021
Konu :Tez Anket İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi   : 23.01.2021 tarih ve E-23867972-044-2100000511 sayılı yazı.

İlgi yazı ile İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198036 numaralı öğrenciniz olan Emin CAN, "The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" konulu tez çalışmasını üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü bünyesinde halen çalışmakta olan öğretim elemanlarını kapsamak üzere anket uygulamasını yapmayı planladığı bildirilmiştir.

İlgi yazı ile gönderilen "The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" konulu tez çalışması anketini, üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü öğretim elemanlarına uygulama talebi rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Türkay DERELİ
Rektör

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Tel / Fax   :+90 342 211 80 80 / +90 342 211 80 81   Web:www.hku.edu.tr
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Evrak Tarih ve Sayısı: 22/02/2021-17399

T.C.
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Rektörlük

Sayı : E-87841438-044-17399
Konu : Emin CAN'a Ait Tez Anket İzni
Hakkında

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 27/01/2021 tarihli, 210000511 sayılı ve "Emin CAN'a Ait Tez Anket İzni Hakkında" konulu yazı

İlgi yazı ekindeki Üniversiteniz Fen Edebiyat Fakültesi öğretim üyesi Prof.Dr. Şehnaz ŞAHİNKARAKAŞ'ın danışmanlığında, Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198036 numaralı öğrenciniz olan Emin CAN'ın, "The Relationship between University EFL Teachers' Teaching for Social Justice Beliefs and Their Multicultural Teaching Competencies in the Classroom" konulu tez çalışması kapsamında, Üniversitemiz Yabancı Diller Yüksekokulu bünyesinde görev yapan öğretim görevlileriyle, anket uygulama talebi uygun görülmüş olup.

Bilgilerinizi arz ederim.

Prof.Dr. Arif ÖZAYDIN
Rektör

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Sayın Emin CAN
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Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programında 20198036 numaralı öğrencisi olan Emin CAN'ın "The Relationship Between University EFL Teachers' Teaching for Social Justice Beliefsand Their Multicultural Teaching Competencies in the Classroom" başlıklı çalışmanız Yükseköğretim Kurumları Bilimsel Çalışma ve Yayın Etiği Yönergesi uyarınca Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı tarafından değerlendirilmiş olup söz konusu çalışmanın bilimsel etik açısından uygun olduğuna ilişkin Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı kararı Üniversitemiz Rektörlük Makamının 18.03.2021 tarih ve 43121 sayılı Olur'u ile uygun görülmüştür.

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