

TEACHER CANDIDATES' PREPAREDNESS FOR TEACHING IN
MULTICULTURAL CLASSROOMS IN THE VIENNESE CONTEXT

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ABSTRACT

TEACHER CANDIDATES' PREPAREDNESS FOR TEACHING IN MULTICULTURAL CLASSROOMS IN THE VIENNESE CONTEXT

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The purpose of this study was to examine how teacher education programs in Vienna prepare teacher candidates for teaching in culturally diverse classrooms based on teacher candidates' self-reports. The study was designed as a mixed method design and data were collected via a questionnaire including both close-ended and open-ended items. The participants of the study included 468 teacher candidates studying in four different teacher education institutions in Vienna.

The findings suggested that the overall preparedness level of teacher candidates for teaching in multicultural classrooms was fair. The study also revealed that teacher candidates differed from each other on their knowledge level about cultural diversity in Austria and their professional development level based on migration background, taking classes on multicultural agenda and type of teacher education institution. Teacher

candidates considered their personal traits and their attitude toward multiculturalism as their strengths while they felt the need of more cross-cultural knowledge, more classes and more practice for teaching in multicultural classrooms. The study also revealed that teacher candidates expected mainly language problems in their future teaching career in culturally diverse classrooms. Teacher candidates suggested teacher education programs to offer more knowledge on other cultures, opportunities of practice in culturally diverse classrooms and more classes on multicultural education.

In conclusion, the findings of this study can yield to find out the points that should be addressed by teacher education programs in Vienna and can help the process of teacher education curriculum studies for training teachers for culturally diverse classrooms in other countries.

Keywords: Multicultural Education, Preparedness Level, Culturally Diverse Classrooms, Culturally Responsive Teacher, Teacher Candidates

ÖZ

VİYANA'DAKİ ÖĞRETMEN ADAYLARININ ÇOK KÜLTÜRLÜ SINIFLARDA ÖĞRETMENLİK İÇİN HAZIRBULUNUŞLUK DÜZEYLERİ

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Çalışmanın amacı Viyana'daki öğretmen yetiştirme programlarının öğretmen adaylarını çok kültürlü sınıflarda öğretmenlik için nasıl hazırladığını öğretmen algılarına dayanarak araştırmaktır. Çalışma karma yöntem olup, veriler bir anket yoluyla toplanmıştır. Veri toplama aracı açık ve kapalı uçlu sorulara dayanarak hem nicel hem nitel veri toplamıştır. Çalışmanın katılımcıları, Viyana'da dört ayrı öğretmen yetiştirme programındaki 468 öğretmen adayından oluşmaktadır.

Bulgular öğretmen adaylarının çok kültürlü sınıflarda öğretmenlik için hazırbulunuşluklarının orta düzeyde olduğunu göstermiştir. Çalışma ayrıca öğretmen adaylarının çok kültürlü sınıflarda öğretmenlik için hazırbulunuşluk seviyelerinin göçmen kökenli olmak, çok kültürlü eğitim konusunda dersler almak ve öğretmen yetiştirme programı türüne göre farklılık gösterdiğine ulaşmıştır. Öğretmen adayları,

kendi kişisel özelliklerini ve çok kültürlülüğe olan tutumlarını, çok kültürlü sınıflarda öğretmenlik için güçlü yanları olarak değerlendirirken, diğer kültürlerle ilgili daha fazla bilgiye, çok kültürlülük üzerinde daha fazla derse ve çok kültürlü sınıflarda deneyimlere ihtiyaçları olduğunu belirtmişlerdir. Öğretmen adayları, gelecek öğretmenlik kariyerleri ile ilgili olarak temelde dil problemleri ile karşılaşacaklarını tahmin ettiklerini belirtmişlerdir. Son olarak, öğretmen adayları, öğretmen yetiştirme programlarına diğer kültürler hakkında daha fazla bilgi, çok kültürlü eğitim konusunda daha fazla ders ve çok kültürlü sınıflarda daha fazla deneyim sunmalarını önermişlerdir.

Bu çalışmanın bulguları Viyana'daki öğretmen yetiştirme programlarının üzerinde durması gereken noktaları saptamaya ve diğer ülkelerdeki çok kültürlü sınıflar için öğretmen yetiştirme eğitim programlarına ve öğretim çalışmalarına öneri sağlayacak nitelikte olduğu düşünülmektedir.

Anahtar Kelimeler: Çok Kültürlü Eğitim, Hazırbulunuşluk Düzeyi, Çok Kültürlü Sınıf Ortamları, Kültürel Duyarlılık Taşıyan Öğretmenler, Öğretmen Adayları

To all “others”

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LIST OF ABBREVIATIONS

ANOVA: Analysis of Variance

BAKIP: Bildungsanstalten für Kindergartenpädagogik (Educational Institute for Kindergarten Pedagogy)

BASOP: Bildungsanstalt für Sozialpädagogik (Educational Institute for Social Pedagogy)

B/K/S: Bosnisch/Kroatisch/Serbisch (Bosnian/ Croatian/ Serbian)

ECTS: European Credit Transfer System

SPSS: Statistical Package of the Social Sciences Software

YÖK: Yüksek Öğretim Kurumu

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The profile of societies is changing due to the mobility of people that started many years ago. When people change their places, they carry their values, traditions, histories, religions or languages (Banks, 1993; Wilson, 2006), in other words, their culture. This mobility and changing profile of the society introduced the terms such as culturally diverse or multicultural societies. To define contemporary societies, these terms are adopted more frequently than before. Using the term diversity may results in multiple meanings, though. It can be used to describe having diverse groups of age, religion, mental ability, language, gender, socioeconomic status, ethnicity or sexual orientation. However, in this study, diversity of ethnicity, religion and language is tackled under the term of cultural diversity, which means the existence of diverse cultural groups and cultural values in a society.

Apart from diversity, the term multiculturalism is of importance to describe the modern society. Multiculturalism can be understood as the diversity of ethnicity, religion, culture or language. However, this term goes beyond cultural diversity and adopts the idea of not being in favor of the dominant culture, but considering all cultures represented in a society and guaranteeing equity for opportunities (Clayton, 2003; May & Sleeter, 2010). Multiculturalism aims to create a democratic society rather than a blend of cultures and instead of just knowing the existence of various cultural groups; it values the existence of various cultures (Gay, 2010).

Either defined as culturally diverse or multicultural, the profile of the society reflects on the social systems; and education is one of these systems. The culturally diverse characteristics of the society affect the profile of school communities and the needs to be addressed by education. On the other hand, the way we handle education and our perspective to education is affected by the cultural profile of the society. Educational research has been focusing on the relationship between culture and education for quite some time (Bennett, 2007; Hilliard, 1976; Irvine, 2001). The literature points to many dimensions to underline the effect of culture on education. In macro level, culture can affect the perspective of educational policies in a country or the aims of education (Clayton, 2003; Maxwell, Waddington, McDonough, Cormier & Schwimmer, 2012; May & Sleeter, 2010) while in micro level culture can affect individual learning styles, teaching styles, interaction patterns, perceptions or intellectual mode etc. (Banks et al., 2005; Hillard, 1976; Irvine, 2001; Irvine & York, 1995; Gay, 2010). Therefore, the effect of culture should be considered in every dimension of education. Considering culture and its effect on education creates the discussion of multicultural education, which aims to cultivate a pluralistic and democratic nation by providing all students regardless of their background with equal educational opportunities. Moreover, among the main aims of multicultural education, there are preparing responsible citizens, teaching developing decision-making skills, promoting multicultural competences, teaching appreciating diversity, teaching achieving own potential. However, to achieve these aims, multicultural education should be an educational reform movement (Smith, 2009). It should penetrate all education organization including staff, students, curriculum and schools (Clayton, 2003; Corderio, Reagen, & Martinez, 1994).

To prepare multicultural curriculum, in addition to basics of curriculum, global and multicultural values and goals should be considered (Bennett, 2007). Multicultural curriculum should give voice to all cultures represented in community and class. To give voice, multicultural curriculum should not stop at the level of including literature, music or art of other cultures, but it should include and reflect on cultural diversity and address

cultural inequities in the society. Multicultural curriculum can develop intercultural development by achieving inclusiveness. For intercultural development, curriculum should represent the diversity and teach how to appreciate it (Bennett, 2007; Irvine, 2001). Besides, by including the aspects of cultural background of students, students from cultural minorities feel that their cultural identity is valued. Students can participate in the class more if they feel accepted and appreciated (Gollnick & Chinn, 2006). One of the most effective ways to make the curriculum inclusive is designing multicultural materials. As suggested by Grant and Gillette (2006), materials can include cultural entities and reflect the diversity in the society in an effective way.

However, materials or the other components of curriculum are not enough to achieve multicultural education. Multicultural education brings responsibilities apart from designing multicultural curriculum. Another responsibility is to change the structure of educational institutions, so students who are members of diverse cultural groups have an equal chance to achieve academically in schools. As Rothstein- Fisch (2003) suggests, schools are the first place where people from various backgrounds encounter with a different atmosphere rather than immediate family or home atmosphere. Given that, schools are the bridges between the various cultural groups in a society. The important point is how to build the bridges between schools and non-dominant culturally diverse groups. To achieve that, schools can develop the competences of teachers by supportive practices about multiculturalism. Schools can restructure classrooms, boards or extracurricular activities to support connecting culturally diverse groups (Irvine, 2001).

After discussing curriculum and schools, the dimension of teaching staff should be tackled. Teachers are the ones who transmit the curriculum and connect the educational plans, policies and practices to students. Many researches underline the effect of teachers on student achievement and on the quality of educational practices (Banks et al., 2005; Gay, 2010; Smith, 2006; Throsby & Gannicott, 1990). To ensure effective education, effective teaching staff is needed. However, defining an effective

teacher is challenging as different definitions rely on different characteristics. Among the mostly cited characteristics, there are pedagogical tact, classroom management skills (Grant & Gillette, 2006), content knowledge (Cruikshank, 1990) and educational psychology (Zeichner, 1990). However, with the focus on cultural diversity in a society, today the definition of effective teacher has gained a new dimension. To raise culturally competent students and a democratic multicultural nation, a dimension of multicultural effectiveness has been added to the characteristics of effective teacher. Several scholars (Gay, 2010; Irvine, 2001; Teel & Obidah, 2008; Villegas & Lucas, 2002) name the today's effective teacher as culturally responsive teacher.

Not to fall behind addressing the cultural diversity in their classes, teachers are expected to react in an appropriate way to students' needs and expectations (May, 2003). To be able to meet the needs of students, teachers should focus on students' cultural identity as culture is accepted to affect the identity formation of an individual and this is claimed to be possible only with having information about the background of students (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002). Culturally responsive teachers should accept the existence of cultural differences and try to have understanding of their students' background. Villegas and Lucas (2002) suggest that teacher candidates can develop understanding by learning from histories of cultural minorities and by connecting the histories and current diversity in the society. However, learning a culture should not only include reading books or listening to their music, but also learning and appreciating community values. With the information they collect, teachers are expected to reorganize their knowledge and to get rid of their biases if they have any. Many scholars such as Savage (2011), Grant, and Gillette (2006), Diller and Moule (2005), Mc-Kenzie and Scheurich (2004), Ladson-Billings (2000) and Haberman (1995) share this idea and claim that teachers should compare their own background and their students' background by self-reflection. Hence, they can overcome their biases or prejudices against other cultures if they have any.

Being culturally responsive requires reflecting the appreciation of other cultures on teaching practices. Firstly, culturally responsive teachers should empower all students by including cultures represented by their students in their lesson planning. Presenting diverse cultures helps students feel accepted (Banks et al., 2005; Darder, 1991). Moreover, students can connect their previous experiences with new learning more easily when teaching practices appeal to their cultural identity (Rothstein-Fisch, 2003; Villegas & Lucas, 2002). On the other hand, appreciating various cultural identities freely in class will motivate students with diverse backgrounds to participate in learning activities, which helps maximizing learning (Gay, 2010; Grant & Gillette, 2006; Savage, 2011).

As it is seen, trying to achieve multicultural education to address the cultural diversity in the society requires reform in different dimensions of education including curriculum, schools, classes, materials, assessment tools and mainly teachers. To achieve culturally responsive teaching, culturally responsive teachers are needed and teacher education should consider cultivating the needed teaching staff (Gay 2002; Ladson-Billings 2001; Villegas & Lucas 2002). Hence, teacher education programs are expected to educate teacher candidates with full understanding and appreciation of cultural diversity in the society (Harraveld, 2007; Marchese, 1991; Weinstein, Curran, & Tomlinson, 2003; Valentin, 2006).

The studies by Castro, Field, Bauml and Morowski (2012) and Seeberg and Minick (2012) suggest that some teacher education programs realized this need already and took some actions by including the focus on cultural identity in their agenda. In the studies of Castro et al. (2012), Seeberg and Minick (2012), it was found that teacher candidates developed a positive attitude to raise a culturally diverse democratic nation after being exposed to that focus in their teacher education. However, when the international trends in teacher education are considered, the number of graduates with little preparation to be culturally responsive is still very high (Castro et al., 2012; Corderio et al., 1994; Gay 2010; Premier & Miller, 2010; Smith, 2006; Villegas &

Lucas, 2002). Similarly, empiric research of Henkin and Steinmetz (2008) indicated that teacher candidates have very limited knowledge about the cultural diversity in the society and teacher candidates have very limited preparation to include diverse cultures in their teaching. Another study by Owen (2010) showed that the majority of teacher candidates have tolerance for cultural diversity, but not acceptance to include the diversity in their teaching. However, several scholars (Banks & Banks, 1995; Clayton, 2003; Moule, 2004; Nieto, 2004; Sleeter & Grant, 2007; Smith, 2009) agree that such an attitude cannot help creating the desired social justice and equal educational opportunities for all. Hence, teacher candidates should be provided not only with knowledge but also with understanding of cultural diversity.

Here, the important question to ask is how much successful teacher education programs are in achieving that. As suggested by Smith (2009) even a very well planned teacher education program may not guarantee that cultural diversity will be accepted and appreciated by teacher candidates. Hence, trying to understand the perceptions of teacher candidates about teaching in culturally diverse classrooms may be beneficial. As Smith (2009), Valentin (2006), Walker and Stone (2011) suggest, studying teacher candidates perceptions may help to locate the new dimensions to the existing literature. The way teacher candidates perceive their own preparation can provide data to understand the effectiveness of teacher education programs and can urge teacher candidates to reflect on their own attitude toward being a teacher in culturally diverse classes. Self-reflection can help them to realize their own strengths and needs for teaching in culturally diverse classrooms (He & Cooper, 2009; Sharma, Phillon & Malewski, 2011; Turner, 2012).

1.2. Purpose of the Study

The study aimed to examine how teacher education programs in Vienna prepare teacher candidates for teaching in culturally diverse classrooms. The study asked the perceptions of Viennese teacher candidates about their knowledge level of cultural

diversity in Austria and their preparedness for teaching in a culturally diverse classroom and their perceptions about how teacher education programs build this preparedness.

This study tried to find out how teacher education in Vienna prepares teacher candidates to teach in culturally diverse classrooms based on the self-reporting of teacher candidates. Teacher candidates were asked to reflect their perceptions related to their preparedness level, strengths and needs for teaching in culturally diverse classrooms and about their suggestions regarding the agenda of teacher education programs.

This study adopted a mixed method design that collected and analyzed both quantitative and qualitative data to complement the findings from various data types (Creswell, 2003). In the study, quantitative and qualitative data were gathered by a survey questionnaire which included both open-ended and close-ended items. The questionnaire was administered to 479 participants and data of 468 participants were used in the study.

1. Is there a relationship between teacher candidates' self-reported knowledge level about cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?
2. Is there a relationship between teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?
3. How do teacher candidates perceive their preparedness level with regard to teaching in culturally diverse classrooms?
 - a. How do teacher candidates perceive their strengths with regard to teaching in culturally diverse classrooms?

- b. How do teacher candidates perceive their needs with regard to teaching in culturally diverse classrooms?
 - c. How do teacher candidates foresee their future teaching experiences in culturally diverse classrooms?
4. What are teacher candidates' suggestions to teacher education programs with regard to building preparedness for teaching in culturally diverse classrooms?

1.3. Significance of the Study

The growing mobility of people due to economic or other sociological reasons creates culturally diverse societies (Banks, 1993; Wilson, 2006) and diversity can be seen in a variety of social systems including communication, business, science, technology or sociology. However, to what extent diversity should be reflected in a society is decided by the society itself. Society may stop at the level of celebrating the cultural diversity or it may try to create social justice and equal opportunities for all. The latter seems possible with the idea of multiculturalism that goes beyond celebration (Butin, 2003; May & Sleeter, 2010; Sleeter & Grant, 2007; Xiao-lei, 2011). As Banks (2001), May and Sleeter (2010) suggest education is one of the keys to achieve this type of multiculturalism, however, it should not be stated only in the educational policy documents. It should be put into effect in educational practices. To implement educational policies that care for diversity is doable when all the components of education go through a reform (Smith, 2009). Curriculum, schooling structure, schools, classes, community links but more importantly, teachers and teacher education should take the responsibilities of multicultural education. Teachers who are competent to address the cultural diversity in their classes and who can offer equal opportunities to all are needed (Gay 2002; Ladson-Billings 2001; Villegas & Lucas 2002). Teachers should ensure an educational context free from stereotypes, prejudices or intolerance for all of their students and teacher education programs should ensure training such teachers.

This study is mainly focusing on teacher preparation for multicultural education. The effectiveness of teacher education programs is a concern for raising culturally responsive teachers. However, research shows that the desired effectiveness of teacher education programs in preparing teaching staff for culturally diverse classrooms is not achieved most of the time (Castro et al., 2012; Corderio et al., 1994; Gay 2010; Premier & Miller, 2010; Smith, 2006; Villegas & Lucas, 2002).

This study attempted to find out if Viennese teacher education institutions prepare culturally responsive teachers effectively. Austria is a country where people from various cultural backgrounds live together. According the Austria Statistics Institute (2013), 18.90 % of the population has a different cultural background for the year 2012. In Austria 19.3 % of the total students are defined as having a mother tongue rather than German (Austria Statistics Institute, 2013). This number stands for the students with cultural background other than dominant culture. Thus, the schools are populated with students from different cultures. This study is significant as it tried to explore the effectiveness of teacher education programs in preparing teacher candidates to teach in such a multicultural country.

On the other hand, in this country, intercultural or multilingual teaching is already in the agenda of Federal Ministry for Education, Art and Culture. To address the cultural diversity, Austria has a focus on multicultural education since 1960's, the earlier years of immigration. This focus is stated among the educational concerns and principles of the Federal Ministry for Education, Art and Culture.

However, national statistics still show that groups with diverse cultural background achieve less than their native peers in Austria (Song, 2011). Another indicator is the national statistics for student diversity in school types. National statistics show that the percentage of students with migration background in vocational and special education schools is relatively high while the enrollment rate of these students in pre-university level is low (Austria Statistics Institute, 2013). This may be a result of that teacher education programs may not prepare teachers who can address various

needs of students from various cultural backgrounds. This study tried to locate the correlation between the agenda of ministry and teacher education programs on topics such as encouragement of multiculturalism, interculturalism or multilingualism. In other words, the study attempted to explore how much the cultural diversity in the country and policies of the ministry reflect on teacher education programs to prepare teacher candidates for culturally diverse classrooms. To locate the effectiveness of teacher education programs, one of the best ways is asking the perceptions of teacher candidates (Smith, 2009; Valentin, 2006; Walker & Stone; 2011). However, teacher candidates' perspectives are echoed in the literature in this area with ethnographic research that conducted in teacher education institution-specific context and with relatively small number of participants.

Results from this study are significant because teacher candidates voiced their perceptions about the effectiveness of teacher education programs that they are enrolled. In the literature, the number of studies that are based on self-report of teacher candidates is limited. On the other hand, this study is significant in terms of the number of participants it reached and in terms of including different types of teacher education institutions. Reaching various teacher education institutions provided data from a variety of teacher education curriculum and teacher education agenda.

1.4. Definitions of Terms

Multicultural education: It is education provided to create equal educational opportunities for students from diverse ethnic, racial and cultural groups (Banks, 2004). It is needed by students to acquire the knowledge, attitudes and skills needed to function effectively in a pluralistic democratic society and to interact and communicate with all people in the society in order to create a civic community. Multicultural education prepares students as democratic citizens by teaching them to consider the values and needs of all cultural groups (Castro et al., 2012; Diller & Moule, 2005).

Multicultural curriculum: Multicultural curriculum is the curriculum that considers cultural diversity in content, delivery, learning and teaching materials and assessment tools. On the other hand, multicultural curriculum presents a variety of perspectives from different cultures (Bennett, 2007; Gollnick & Chinn, 2006; Grant & Gillette, 2006; Irvine, 2001; Zeichner, 1990) and tries to urge the active participation of students (Grant & Gillette, 2006). Multicultural curriculum is regarded as a tool to raise a nation of social justice and equal opportunities for all.

Preparedness level: The level of preparation refers to having the competence and knowledge to meet the demands of students. In other words, preparedness shows how teacher is ready to meet the standards of teaching (Khajarian, 2011), to decide what is the best way to use for teaching (Onchwari, 2010).

Culturally responsive teacher: Teachers who can address the needs, perspectives and expectations of students (Banks et al., 2005; Irvine, 2001), who can connect cultural identity of students to learning (Gay, 2010), who can apply a variety of teaching techniques (Irvine, 2001; Gay, 2010) and who appreciate and understand the cultural diversity and the social injustices in the society (Vavrus, 2003).

Having migration background: In this study, “having migration background” is used to define people who belong to non-dominant cultural groups in Austria. In the analyses performed “having migration background” is used to show the participants who reported that they consider themselves with migration background in Austria.

Multicultural agenda: This term is used to define the courses which address topics such as multiculturalism, multicultural education, multilingualism or immigration and which are offered by teacher education programs.

Culturally diverse classroom: In this study, the term “culturally diverse classroom” is used to define classrooms where students with diverse ethnicities, religions or languages share the same learning environment. However, to define culturally diverse classrooms,

the term “multicultural classroom” is used in the data collection instrument. The reason is the similarity to the concept of “multikulturell” in German. The study wanted to benefit from the familiarity to this concept so that participants could understand the questions better.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the relevant literature to explore the major topics that were tackled by the previous research. The review tried to explore the major trends in the area of this study and to locate the relevance of the study to the existing literature. In the review, there are five main parts. Respectively, these parts are diversity and cultural diversity, multiculturalism, multicultural education, effective teacher and teacher education for multicultural education. The chapter ends with a summary that synthesizes the reviewed literature.

2.1. Diversity and Cultural Diversity

Due to the changing face of the societies, the terms cultural diversity or multiculturalism has been heard more than before. These terms can be discussed in a wide range of dimensions however, in this study, they will be tackled with respect to educational context. To locate their effect on education, these terms should be discussed in details.

In its broad term, diversity may include age, religion, mental ability, language, gender, socioeconomic status, ethnicity, sexual orientation and so on (Corderio et al., 1994). Cushner, McClelland and Safford (2003) go beyond that and identify twelve sources for diversity. Among these sources, there are race, ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, and ability/disability. In this study, diversity is used with the perspective of diversity sourced by ethnicity, religion and language and it is named as cultural diversity throughout the study. Cultural diversity, as suggested by Diller and Moule (2005) and

Corderio et al. (1994), can be regarded as the existence of diverse cultural groups and cultural values in a society.

To have a better understanding of cultural diversity, culture can be defined as the total of the living ways (Irvine, 2001; Pai, 2005) or the way of doing things (Kilmann, 1985) or the way of perceiving life (Diller & Moule, 2005) or beliefs, practices, traditions, attitudes, values of a community including language, religion, foods, fests, history (Corderio et al., 1994) or the way of life which is shared by the all members of a population (Ogbu, 1988). However, as Erickson (2005) claims, defining culture is challenging as anything related to life could be included or excluded from its definition.

Due to the mobility of people, the world is more culturally diverse today. When people move, they carry their values, traditions, histories, religions, languages and so on (Banks, 1993; Wilson, 2006). This mobility makes people encounter different people with diverse cultures and leads to a change in human nature because of interacting with others over time. This change in people makes it obligatory for cultures to change in a parallel way. As Rothstein-Fisch (2003) suggests, the intra-cultural change results in inter-cultural change that leads to cultural diversity and creates the culturally diverse societies.

2.2. Multiculturalism

Another term related to cultural diversity is multiculturalism. Multiculturalism can be understood as the promotion and appreciation of the diversity of ethnicity, religion, culture or language. It also includes the diversity of age, gender, disability or sexual orientation (Clayton, 2003). However, in this study, the term multiculturalism is described as the promotion of the cultural, religious, linguistic or ethnic diversity in a society. As Maxwell et al. (2012) suggest, multiculturalism may also refer to a policy. This policy may mean not to be in favor of the culture of majority, but to consider all cultures represented in a society, to guarantee equity for opportunities (Clayton, 2003; May & Sleeter, 2010) or to provide active support to newcomers (Maxwell et al., 2012).

The aim in either way is to create a democratic society. Kymlicka (2012) defines this democratic society as a society that considers political participation, equal economic opportunities, freedom to respect cultures, recognition of cultural identities, and mixture of cultures. Yet, Xiao-lei (2011) warns us about the term “mixture of cultures”. He claims that multiculturalism should not be regarded as a melting pot or a mixture of various cultures blended into one culture. A melting pot or a blend would mean the assimilation of some groups and Clayton (2003) points out that to be in a melting pot, cultural groups lose some of their own identities. This is something not helpful to create democratic society. As a public policy, minority groups should not be encouraged to integrate by accepting the dominant culture (May & Sleeter, 2010), but existence of various cultures under the same state should be recognized (Xiao-lei, 2011).

Multiculturalism should be regarded as an attitude (Clayton, 2003). Multiculturalism should encourage understanding and appreciation of cultural diversity by accepting, appreciating and respecting minority identities and cultures (Nagayoshi, 2011; Verkuyten, 2006). To confirm the cultural diversity in a society, Modood (2007) and Savage (2011) focus on identifying similarities and differences while Clayton (2003) focuses on appreciating them the way they exist.

In any way, appreciating multiculturalism offers advantages. Xiao-lei (2011) points to the fact that multiculturalism takes its roots from demographics in a society and it has the power to regulate political, economic, social systems to eliminate injustices and undesired effects. As suggested by Clayton (2003), learning the practices and perspectives of other cultures provide enrichment. As an advantage of multiculturalism, by being exposed to different perspectives of different cultures, people enrich their own way of thinking. In addition, appreciation of the diversity in a society helps to bring equality. Hence, diversity should be regarded as an advantage, because a society that knows how to live with its richness of diversity can achieve social and economic growth fast with the help of its social cohesion (Gay, 2010). On the other hand, the resistance to multiculturalism can create undesired effects on components of a society, as diversity

can affect the structure of politics, legislation and social life (Smith, 2006) and resistance may prevent equality in reaching facilities in a society. May and Sleeter (2010) points that unfortunately, denying and resisting diversity is still experienced in the world and for many communities, diversity of languages, ethnicity and especially religion is not something appreciated and celebrated, but feared.

The level of appreciation and resistance creates fractions about to what extent a multicultural society is desired. May and Sleeter (2010), Cushner and Brennan (2007) and Butin (2003) suggest appreciation may stay at the level of knowing the other or goes beyond that. To differentiate between the extensions of multiculturalism in a society, two different terms were developed; difference multiculturalism and critical multiculturalism.

Difference multiculturalism emphasizes pluralism of cultures to advocate for an atmosphere of mutual understanding and respect, and treating others with the dignity, but it affects little change about the oppressed groups (Hale, 2002). Sleeter and Grant (2007) suggest that difference multiculturalism stands for the acceptance of culturally diverse groups. Similarly, Smith (2009) defines difference multiculturalism as the approach of celebrating diversity by foods, clothes, fests and so on.

However, it is agreed by several scholars that there is a need for more than this “multicultural festival” where people celebrate cultural diversity through foods, fun or dances (Banks & Banks, 1995; Clayton, 2003; Moule, 2004; Nieto, 2004). To analyze the power relationships and inequities in a society and to create social justice and opportunities across all diverse groups regardless of belonging to dominant or non-dominant culture, critical multiculturalism (Butin, 2003; May & Sleeter, 2010; Sleeter & Grant, 2007) seems to be what is needed. As Xiao-lei (2011) and Butin (2003) suggest, critical multiculturalism is supposed to be a multidimensional approach in contrast to difference multiculturalism. It should have more than celebratory approach toward investigating issues of race, ethnicity and language and advocate for equities in political and social opportunities for all (Gay, 2000; Moule, 2004).

To apply critical multiculturalism effectively, there is the need for education that cares for diversity. This also suggested by Banks (2001) as stabilizing and organizing a culturally diverse society requires a conception of multicultural citizenship. This type of citizenship is defined as having knowledge, values and skills to survive in a multicultural society. However, the relationship between education and culture should be discussed further to understand how culture affects education, educational policies and educational practices to raise multicultural citizens. As Diller and Moule (2005) suggest, culture shapes and guides our behaviors and Irvine (2001) adds that culture affects what we value as important, what we value as believable and how we prefer to do something. To underline culture's effect on our lives, Clayton (2003) and Darder (1991) claim that culture forms the perspectives and these perspectives reflect on every part of life including the dimension of education. In a broad perspective, culture can affect the educational policies in a country or the aims of education. On the other hand, to locate the relationship between culture and education, Hillard (1976) suggests that culture affects people's behavioral styles including habits and preferences. He continues that learning is related to preferences and naturally, learning styles are affected by culture. Bennett (2007) and Irvine (2001) introduce the dimension of school culture to discuss the relationship between education and culture. Bennett (2007) suggests that schools themselves have their own culture. School culture includes norms, standards, the values and beliefs of school community, the suppliers or even operating hour. Similarly, according to Irvine (2001), students bring to school their cultural values and become a part of the school culture. When there is mismatch between school culture and student's culture, miscommunication occurs and students cannot be a part of school culture. When these students cannot be a part of the school culture, alienation and conflicts may arise.

Based on the discussion about the relationship between culture and education, it can be said that culture plays an important role in achieving education in a society. Hence, cultural diversity should be understood, appreciated and reflected on educational

practices and that is only possible with multicultural education according to May and Sleeter (2010).

2.3. Multicultural Education

Education for diversity should be gaining importance as the diversity in schools increases in a parallel way with the diversity in the society. The schools are more culturally, linguistically diverse than before (Dolby, 2012; Villegas & Lucas 2002). This makes it necessary for education to consider diversity. As suggested by Grant and Gillette (2006) asking what education and the nature of the learner is and asking about the nature of subject matter, learning process and the role of school in a society are the basics of forming the educational philosophy however, there should be questions related to diversity and culture in today's world. Responsibilities of education should be reconsidered with multiculturalism idea again.

However, caring about diversity meant to include content about various races, ethnicities or cultural groups and it did not go beyond content integration in curriculum for quite some time (Sleeter, 1995). The need for a multidimensional approach to education for diverse society urged authorities think a more radical term; multicultural education. This concept is justified by Banks & Banks (1995) as students need to be active and reflective members of democratic society as it is never enough to teach how to write, read or compute. Multicultural education should be an educational reform movement and a process whose major goal is to change the structure of educational institutions so students who are members of diverse racial, ethnic, language, and cultural groups will all have an equal chance to achieve academically in schools (Smith, 2009). Multicultural education is needed for pluralistic and collectivistic society (Rothstein-Fisch, 2003), and having a collectivistic group of people creates a family of interdependent members with different backgrounds and this is the key to achieve the current modern society. Similarly, as Xiao-lei (2011) considers education as an effective tool to prevent discrimination and abuse in the modern society. It teaches people how to

protect their rights and provides opportunity for social, intellectual and economic growth to individuals (Smith, 2006), and it is one of the keys to social cohesion (Warwick & Cremin, 2010).

The relationship between quality standards of education and multiculturalism can be combined to illustrate how multicultural education should be. In multicultural education, standards should be suggested and agreed on by a diversity of cultural communities. On the other hand, multicultural education should find out the diversity in the society and should address the needs of this diverse community (Bennett, 2007). Multicultural education should guarantee effective improvement of education practices and should avoid any ineffective practice that may harm multicultural learning (Clayton, 2003).

Several aims of multicultural education are claimed by several researchers. According to Banks (2004), the main aim of multicultural education is to provide educational equity while Clayton (2004) suggests multicultural education should provide social justice. On the other hand, Pai (1990) suggests that multicultural education should definitely promote multicultural competences to survive in a variety of cultural settings. Diller and Moule (2005) introduce two aims of multicultural education. They think multicultural education should prepare responsible citizens and should value all the cultures represented in the society. Among the other aims of multicultural education there are teaching people how to appreciate diversity (Pai, 1990), teaching how to achieve own potential (Clayton, 2003), teaching how to see the issues from a variety of perspectives (Castro et al., 2012) and finally how to develop own decision-making skills Banks (1987). No matter which aim is suggested as the main one, there is agreement that multicultural education should reach everybody regardless of language, religion, ethnicity and race (Banks et al., 2005; Clayton, 2003; Corderio et al., 1994; Pai, 1990).

Educational authorities should be careful while considering multicultural education because educational policies and practices can create problems and solutions at the same time with regard to their approach to diversity (Smith, 2006). By

approaching it in a positive way, equity and justice can be provided (Corderio et al., 1994). This positive approach requires providing equal opportunities for all regardless of their diversity and helping all to actualize their own potential at the fullest level (Clayton, 2003). If multicultural education is implemented effectively, Flynn (2010) and Gay (2010) claim that cultivation can be achieved easily in a diverse society. However, this is a challenging period. Multicultural education is not only a one-time action but it is a process. According to Clayton (2003) in this process, there should be sensitivity and carefulness to achieve encouragement to urge discussion and interaction with students from diverse cultures. On the other hand, multicultural education should understand the role of culture in identity development (May, 2003). Hence, it should embrace multiple perspectives. Moreover, to achieve the aims of multicultural education, everybody should experience it. Hence, multicultural education should be present in all classes not only in the ones where students from diverse backgrounds exist (Clayton, 2003).

It is crucial to conceptualize the school as a social system (Smith, 2009) in order to practice multicultural education successfully. As Corderio et al. (1994), Gay (2010) and Nieto (2004) define multicultural education; it is a process of school reform for all students. It should affect all aspects of school culture (Banks & Banks 1995) and as Smith (2009) suggests it should go beyond a touristic view of cultures and it should encourage engagement with cultural issues. Multicultural education should penetrate all school organization including, staff, students, curriculum and school environment (Clayton, 2003; Corderio et al., 1994). The variables of school such as materials, attitudes, beliefs, interaction relations should all be adapted in a way that school can promote multicultural education for all. One of the main keys to achieve this aim is reforming and restructuring the components of education (Corderio et al., 1994). One of the main components discussed by the literature is how curriculum should be restructured to respond multicultural education.

2.3.1. Multicultural Curriculum

To achieve multicultural education, multicultural curriculum is needed. However, designing of a multicultural curriculum should include global and multicultural values and goals apart from basics of curriculum (Bennett, 2007). Gollnick and Chinn (2006) and Bennett (2007) describe these goals as including the aspects of students' cultural background to connect cultures while Clayton (2003) focuses on teaching how to appreciate and celebrate the diversity not just how to tolerate it. Despite the various ideas on the goals, the mostly agreed characteristic of multicultural curriculum is its inclusiveness (Bennett, 2007; Gollnick & Chinn, 2006; Grant & Gillette, 2006; Irvine, 2001; Zeichner, 1990). The inclusiveness may come with including literature, music or art of other cultures (Gay, 2010; Irvine, 2001) or with reflecting on cultural diversity and addressing cultural inequities in the society (Gollnick & Chinn, 2006). By including multiple perspectives and cultures, in other words by inclusiveness, curriculum can help students develop intercultural competence (Bennett, 2007; Irvine, 2001) and feel that their cultural identity is accepted and appreciated, which will definitely help students feel as a part of school community and society (Gollnick & Chinn, 2006).

Another dimension for multicultural curriculum is the materials. The main reflection of the cultural diversity can be seen in the materials used. As Grant and Gillette (2006) and Darder (1991) suggest, materials can include cultural entities. They may be games, foods, clothes, language and music. However, they are never enough to understand cultural diversity. Teachers should be sensitive to include the cultural values and belief systems to increase the motivation and cultural awareness of students (Gollnick & Chinn, 2006; Grant & Gillette, 2006). For a teacher, being able to select and prepare appropriate culturally inclusive materials is defined as one of the principles of democratic and multicultural teaching (Banks et al., 2003; Irvine, 2001; Osborne, 1991). Again, the effect of teacher on achieving multicultural education can be seen in this dimension.

To achieve multicultural curriculum and inclusive class, another necessity is students' active participation (Grant & Gillette, 2006). Students can participate in the class more effectively if they feel accepted and appreciated. This is possible if their cultural background is presented in the class (Banks et al., 2003; Darder, 1991; Rothstein-Fisch, 2003). In addition, discussion about diversity is necessary to achieve multicultural curriculum. However, discussion about diversity, race, religion or culture is not an easy thing to do in class and these topics are considered as very sensitive topics (Glazier & Seo, 2005; Flynn, 2010). At this point as Flynn (2010) suggests teachers should allocate more discussion on these aspects to show how discussion can be achieved in class.

Multicultural education brings responsibilities to schools apart from curriculum. Schools should promote the value of cultural diversity, strengths of cultural diversity, respect and human rights to all, diverse lifestyles, social equity and social justice to everybody and power distribution in society (Gollnick & Chinn, 1990). On the other hand, to help teachers recognize cultural diversity, schools should cooperate with teachers who have diverse cultures or who have experience in culturally diverse environment, with parents and community (Rios & Stanton, 2011). Teachers should be provided with projects and workshops to share their ideas on how to handle multicultural classes and opportunities to visit other religious or other cultural community organizations (Corderio et al., 1994). This would help building cultural connections between the students' community and school community, which can increase the academic achievement as suggested by Banks et al. (2005).

To create a multicultural class where there is participation and voice of all students, classrooms can be restructured. Classroom boards, way of sitting, curricular activities and active engagement of all students are necessary to achieve that (Darder, 1991). According to Darder (1991), having smaller classes can be easier to handle for teachers especially in areas populated with a high diversity of cultures. However, handling a culturally diverse class, small or big, will require a competent teacher. As

Savage (2011) summarizes, no curriculum development or implementation can be achieved without teacher development.

2.4. Effective Teacher

To illustrate the importance of teachers on achievement of multicultural education, teacher effect should be focused on and discussed. Firstly, it is claimed that skills of teachers have an effect on student achievement (Banks et al., 2005; Gay, 2010) and on the quality of education (Smith, 2006; Throsby & Gannicott, 1990). Here, discussing the characteristics of effective teachers would be meaningful. According to Dewey (1897), being an effective teacher starts with the desire of being one. Another suggestion about being an effective teacher by Grant and Gillette (2006) is that being an effective teacher takes time and it is a process, which begins with teacher education and goes on throughout the career.

Identifying the characteristics of an effective teacher is not easy and educational research has been trying to identify the characteristics of an effective teacher (Grant & Gillette, 2006). According to Cruickshank (1990), effective teachers can be recognized by looking at their characteristics, their knowledge, their knowledge on their subject, the way they teach, their expectations from students, how they manage a class. Similarly, Grant and Gillette (2006) claim that classroom management skills, pedagogical tact, content knowledge, technology, educational psychology are important aspects that belong to an effective teacher, but they also suggest these are not sufficient to be an effective teacher. With the recent need for democratic classes in culturally diverse communities, a dimension of multicultural effectiveness should be added to the characteristics of culturally responsive teacher. Zeichner (1990) identifies this multicultural dimension as willingness to create equity and Grant and Gillette (2006) identify it as open-mindedness for diversity. Moreover, Irvine (2001) focuses on forming a welcoming and participative class, while Haberman (1995), Grant and Gillette (2006) and Zeichner (1990) focus on developing rapport with students from diverse

backgrounds. However, in any case, the definition of effective teacher has a new dimension in today's diverse society. Several scholars (Gay, 2010; Irvine, 2001; Teel & Obidah, 2008; Villegas & Lucas, 2002) name this dimension as cultural responsiveness.

2.4.1. Culturally Responsive Teacher

The increasing change in the cultural diversity of students profile creates cultural gaps between teachers and students. Teachers fall behind the addressing the cultural diversity in their classes. This forces the need for preparing culturally responsive teachers (Gay 2002; Ladson-Billings 2001; Villegas & Lucas 2002). This need for effective teachers who are competent to create democratic multicultural societies results in the development of the term culturally responsive teacher. Research tackles this term and several elements of being culturally responsible are identified. While some research focuses on the classroom practices of culturally responsive teachers, some others focus on the personal development of teachers. However, there is agreement that culturally responsive teachers are subject to high standards and high expectations (Banks et al., 2003; Gay, 2010; Ladson-Billings, 1999). Among these expectations, there are maximizing learning (Irvine, 2001), empowering all students by offering equal opportunities and authentic knowledge (Gay, 2010). Another expectation is that culturally responsive teaching should offer unbiased and free learning context where all students voice their ideas self-confidently and participate without being limited by the constraints and biases against their cultural background, which is defined as emancipatory feature of cultural responsiveness by Gay (2010). Teel and Obidah (2008) also suggest that challenging cultural stereotypes, prejudices, intolerance and racism is required for cultural responsiveness. Culturally responsive teaching should be emancipated from all biases and it should focus on the dimension of social justice apart from appreciating cultural heritage. However, to achieve culturally responsible teaching, agents are needed. As suggested by many scholars, multicultural education is possible

only with culturally responsive teachers to implement it (Banks et al., 2003; Gay, 2010; Irvine, 2001; Ladson- Billings, 1999; Villegas & Lucas, 2002).

The characteristics of cultural responsiveness are similar to each other in nature however; several scholars tackle them in various patterns. Many scholars discuss cultural responsiveness, however some introduce detailed framework. Irvine (2001) develops typical practices of culturally responsive teachers while Villegas and Lucas (2002) discuss culturally responsive teaching under theoretical dimensions. Villegas and Lucas (2002) suggest that culturally responsive teachers are effective teachers in their nature. Hence, by adding three more dimensions to the characteristics of effective teachers, they draw the picture of a culturally responsive teacher. On the other hand, Gay (2010) focuses on culturally responsive teaching instead of culturally responsive teacher.

The first practice suggested by Irvine (2001) is making the learning environment meaningful for students. According to her, the new learning and students' previous experience and learning should be linked to provide students with a more attractive and understandable learning area. Villegas and Lucas (2002) describe this as having a constructivist perspective. Villegas and Lucas (2002) define the goal of constructivist teacher as helping students link their previous learning with new learning and experiences. They suggest that teachers should help students interpret the new learning and to assimilate or accommodate it into their mentally formed schemes. Here, they claim that being culturally responsive requires constructivist perspective.

Another culturally responsive practice is about self-reflection of teachers. Teachers are expected to reflect on their background and experiences to locate the cultural differences and similarities. When teachers compare their own background and their students' background, they can ease the process of developing culturally responsive class. Banks (2001) suggests the characteristic of self-understanding is important to be culturally responsive. Savage (2011), Grant and Gillette (2006), Diller and Moule (2005), Mc-Kenzie and Scheurich (2004), Ladson-Billings (2000) also share this idea and explain that teachers need to recognize their perspectives; biases or prejudices

against other cultures to be able overcome them. Self-recognition is an important characteristic to eliminate teachers' bias. Teachers may label students from diverse backgrounds as lacking certain language skills, motivation or family support (Dolby, 2012; Kubota, 2010) and teachers may assess their students' academic performance according to their own assumptions, biases and prejudices (Darder, 1991; Villegas & Lucas, 2002). Villegas and Lucas (2002) also claim that teachers may happen to have different academic expectations from their students by assigning them to diverse groups. However, teachers should not blame students and their communities for low achievement; rather they should learn more about other cultures and try to help these students (Diller & Moule, 2005; Gay, 2010; Gollnick & Chinn, 2006; Sanders & Rivers, 1996). Because, assigning academic roles to students based on their cultural background may cause the prevention of equality of educational opportunities (Gollnick & Chinn, 2006; Rothstein-Fisch, 2003) which is not desired by multicultural education.

However, self-recognition and identifying own biases may not be enough for teachers to be effective in a multicultural class. Culturally responsive should help students to construct bridges between school and their life beyond the school. It is agreed by several scholars that culture of the students are known to affect their previous learning, expectations, learning styles and preferences (Banks et al., 2005; Gay, 2010; Hillard, 1976; Irvine, 2001; Irvine & York, 1995). Given that situation, to be able to meet the needs of students, teachers should consider students' cultural identity to identify their needs. Banks (2001), suggests that to achieve this they should have an attitude of considering the needs, cultures and expectations of their students, which is only possible by having information about the background of student, in other words by cross-cultural awareness (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002). Teachers should allocate time and energy to learn the cultural background of their students. Lea (2010), Grant and Gillette (2006), Banks (2003), Irvine (2001) and Darder (1994) agree that if teachers know the life of students beyond the class, they can create more appropriate

classroom opportunities and they can identify the richness that students bring to class with regard to their cultures (Gay, 2010; Grant & Gillette, 2006). In a similar way, Gay (2010) defines culturally responsive teaching as making learning more meaningful for students and emphasizes the importance of cultural knowledge. According to Gay (2010), culturally responsive teaching accepts the existence of cultural differences and their effect on learning. This creates its validating nature. Culturally responsive teaching validates the existence of multiple cultures and cultural values in the society. While talking about the importance of cross-cultural knowledge, Villegas and Lucas (2002) suggest that teacher candidates should get insight into the historical experiences of cultural minority groups to learn how the current diversity of society was formed. They claim that learning the history of colonization, slavery or immigration can develop understanding of the effects of various cultural groups on the current situation of the society. Sleeter (1995) suggests that documentaries, books or articles can help to learn the historical formation of cultural diversity in a society. However, in multicultural societies, learning a culture should not only include tangible materials but also community values. Hence reading may not be enough to learn a culture, teachers need to learn family structure, customs or the way of living outside class by observing, interviewing or interacting with people from diverse backgrounds (Lea, 2010). Given that discussion, cross-cultural knowledge of teachers is regarded as an important characteristic of culturally responsive teachers.

Culturally responsive teachers are expected to reorganize their knowledge to be culturally responsive. Banks et al. (2005) explains this as teacher knowledge is important to prepare a culturally responsive teaching and knowledge should change when the students, students' needs or context changes. Students' needs or interests change according to cultural background of the students and that changes the teaching context. According to Irvine (2001), to be able to connect learning to students' experiences, teachers should listen patiently and allow cooperative learning and sharing to encourage students to express their backgrounds and identity. Irvine claims teachers

should allow their students to bring their cultures to the class and to share their stories. However, Villegas and Lucas (2002) put the responsibility on teachers here and they suggest learning about the cultural background of students and their communities is the responsibility of teachers. This is required, as teachers should help students to be active in their learning and build connections between previous and new learning. As discussed in constructivist dimension, teachers should adjust the learning environment to urge student participation. This requires learning the background of students because addressing students' background and life style will definitely help to encourage students. Connecting school knowledge and previous knowledge of students increases the desire to learn. This idea is shared by several other scholars such as Savage (2011), Gay (2010), Cochran- Smith (2004), Irvine (2001) and Banks (1993). Teachers should understand that the inside school life and outside school life of students are relevant. To make learning more meaningful for the students, teachers should learn the family life, social life and community life of students. These include family structure, immigration background, family history, hobbies, interests, linguistic abilities, cultural values, beliefs and so on. Learning such information helps teachers to include familiar knowledge and experiences to students in the class, which motivate students to learn.

Villegas and Lucas (2002) suggest considering cultural and personal strengths of students while planning instruction. Here, students' previous knowledge, beliefs, interests, linguistic ability should be taken into account. Teachers are expected to consider all these variables while preparing materials, assessment tools or instructional activities. Irvine (2001) suggests implementing various teaching strategies and preparing appropriate material to address various learning styles.

Making schools culturally responsible requires reconstruction of school culture. The focus on mainstream culture in a society should shift and the schools should be built on all cultures represented in a society. This can be beneficial for minority students as well as mainstream students. Focusing on all cultures will help all students learn the diversity in class and in the society (Irvine, 2001) and learn new perspectives (Rios &

Stanton, 2011). Another dimension of Villegas and Lucas (2002) focus on is school community. They suggest that apart from responsibilities of teachers, culturally responsive teaching can be achieved with the help of structuring schools and their components. Gay (2010) tackles this dimension, by suggesting that culturally responsive teaching is multidimensional. According to Gay (2010), cultural responsiveness penetrates all the components of school such as classroom, assessment, teacher- student relationship, instructional techniques or curriculum. He offers that on the other hand, teachers from different subjects may collaborate and form a cross-cultural content for their classes.

Another dimension is the comprehensiveness of culturally responsive teaching as suggested by Gay (2010). Gay (2010) suggests that culturally responsive practices help to create a sense of community between students from diverse backgrounds. This can be encouraged by keeping students responsible from each other's learning. Students should be told that learning is valued more when happens reciprocally. They should be encouraged to build mutual respect for their learning outcomes (Cochran-Smith, 1995; Rothstein-Fisch, 2003). On the other hand, sense of community can be achieved by considering school as a community by including the school districts, administrators, teachers, parents and all other informal dimensions in the culturally responsive teaching planning (Irvine, 2001).

Villegas and Lucas (2002) focus on another dimension more than other scholars do. They suggest encouraging students to criticize the curriculum. In culturally responsive educational practices, students are expected to examine the curriculum and criticize it. It can be achieved by letting students discuss the strengths and weaknesses of the learning materials and practices. Students should be encouraged to reflect on their experiences with the curriculum by addressing the inaccuracies, problems or positive sides. This will develop a more democratic environment for all students; and students from cultural minorities will have the chance of being consulted and empowered (Banks, 1993; Cochran-Smith, 2004; Nieto, 1999).

Another dimension of inclusive class is framed as active participation (Gay, 2010; Grant & Gillette, 2006; Savage, 2011). To create a democratic class where all students can voice their ideas regardless of their backgrounds, classes should be inclusive. Teachers should help their students to be active by assigning inquiry projects or collaborative group work where they can construct their own knowledge (Cochran-Smith, 2006; Nieto, 1999). However, active participation should not mean equal verbal participation of all students. Teachers should be careful that silence does not mean not participating. Here, the important thing is to consider the background of the student. In some cultures, individual work is valued and these students can have some problems to voice in-group activities. Teachers can help students by providing practices from students' cultures and urge them gradually. Forcing students to participate verbally from the beginning may result in silence and discouragement to learn. To form such links students should be active in their learning and teachers should urge students for active participation in class (Villegas & Lucas, 2002).

As it is seen, teachers are in need of some characteristics to meet culturally diverse students' needs, interests and experiences. Hence, teacher education agenda should consider how to prepare culturally responsive teachers.

2.5. Teacher Education for Multicultural Education

In general, ideal teacher education focuses on human rights; awareness of social, cultural, civic, legal, political, economic, environmental, historical, contemporary issues, interdisciplinary learning and inquiry based teaching (Smith, 2006) and it is not surprising that teacher education includes the changing cultural and social structure of the society in its agenda (May & Sleeter, 2010). The way diversity affects education, curriculum, school and community links is expected to exist in teacher education, too. As teachers are the ones who transmit the value of education and curriculum, when the value of education is restructured, a parallel restructuring is expected in teacher education (Smith, 2006). Hence, it is significant to construct teacher education that

supports teacher candidates with full understanding of differences among cultures to become better prepared to teach in an increasingly culturally diverse society (Harraveld, 2007; Marchese, 1991; Valentin, 2006; Weinstein et al., 2003).

According to Cochran-Smith (2004), an effective teacher education that has a focus on teaching diversity should address some questions and the questions to understand diversity, ideology of schooling against diversity are the first two questions. What teachers should know and how teachers should learn to teach diverse groups are the next questions. Here, it is seen that what teacher education programs offer teacher candidates is of high importance. Practice of pedagogy and outcomes of teacher education are the other points to focus for an effective teacher education that addresses diverse groups. In the light of this idea, the failure or success of multicultural education rely mainly upon the effective preparation of teaching staff (Smith, 2009).

In the light of ongoing diversity change in the society, Valentin (2006) claims that diversity and its aspects have been the topic of recent research to see if teacher candidates are ready to teach a culturally diverse population. Castro et al. (2012) found in their research that teacher candidates develop positive attitudes toward multicultural education and they improve teaching competences to teach in culturally diverse classroom after taking courses addressing multicultural education. These findings are supported by some other studies (Capella-Santana, 2003; Duarte & Reed, 2004; Haj-Broussard & Henny 2009; Spraldin, 2009) with teacher candidates conducted as pre and post-test study. These studies surveyed the perceptions of teacher candidates about their attitude to teach in culturally diverse classrooms after taking a course on multicultural education. The results of these studies indicated that effective courses about multicultural education helped teacher candidates to develop positive attitudes, skills and knowledge for diversity and social justice perspective. These studies showed that teacher education programs could prepare culturally responsive teachers by reconsidering their program content. Another study by Seeberg and Minick (2012) complements these findings by observing teacher candidates throughout a project about raising cultural

competence. Observing teacher candidates while they are taking their teacher education classes focused on developing cultural competence showed that teacher candidates develop their cultural competence with these classes.

However, the number of teacher education programs that do not handle teacher education for culturally diverse classroom effectively is still very high (Castro et al., 2012; Corderio et al., 1994; Gay 2010; Premier & Miller, 2010; Smith, 2006; Villegas & Lucas, 2002). According to Batchelder (2008) and Valentin (2006), many teacher candidates have very limited knowledge about the cultural diversity in the society when they enter teacher education programs. In a study by Owen (2010), it was indicated that many teacher candidates believe that multicultural education is only integrating knowledge about other countries and their fests and food; and teacher candidates have limited and inefficient understanding of cultural diversity. The study revealed that teacher candidates have little cross-cultural knowledge and appreciation of other cultures, teacher candidates mostly reported that their knowledge on clothing, food or traditions of other cultures as appreciation of cultural diversity. However, it is agreed that teachers should have to help creating the desired social justice and equal educational opportunities for all and it cannot be achieved with little cross-cultural knowledge (Banks & Banks, 1995; Clayton, 2003; Moule, 2004; Nieto, 2004; Owen, 2010; Sleeter & Grant, 2007; Smith, 2009).

An effective multicultural teacher education program can overcome this touristic view and can prepare teachers for culturally diverse classrooms. As Valentin (2006) suggests, many teacher education programs do not go beyond adding few courses about multicultural education and the quality of these courses should be judged. In these courses, students are mostly asked to prepare some assignments presenting customs or foods of other cultures. On the other hand, Gorski (2009) revealed after analyzing syllabi of some courses in teacher education programs that most of the courses were planned to prepare teachers with pedagogic skills for culturally diverse classrooms but not with the principles of multicultural education. It is agreed that pedagogical skills are not enough

to prepare teachers for implementing multicultural education (Irvine, 2003; Ladson-Billings, 1999; Villegas & Lucas, 2002; Zeichner & Hoeft, 1996).

Teacher education programs should provide teacher candidates not only with knowledge or pedagogical skills, but also with understanding of diversity (Smith, 2006) and teacher candidates should learn that they would be the agents to achieve multicultural education. Hence, as Pickett and York (2011) suggest, multicultural education should focus on improvement of teaching staff and should invest on appropriate teacher education. It should go beyond subject knowledge, assessment, classroom management, lesson planning or pedagogical skills (Hayward, 2010).

Several scholars regard preparing teachers for diversity, social justice or equity as a challenge (Milner, 2009). One big problem is the gap between theory and practice for schoolteachers as suggested by Flynn (2010) and Guo, Arthur and Lund (2009). According to Banks et al. (2005), Darling-Hammond, Hammemess, Grossman, Rust, and Shulman (2005), providing opportunities to teacher candidates for working with diverse students is effective to close this gap. By doing that, teacher candidates practice their learning and get ready for culturally diverse classrooms. A study by Zhao, Meyers and Meyers (2009) offered practice opportunities with culturally diverse students to American teacher candidates in China. In the study, teacher candidates reported that they developed competency for teaching culturally diverse classrooms after having a chance of practice in another country.

However, such practices can help developing teaching competency for culturally diverse classrooms but another problem to address is the lack of cross-cultural knowledge (Owen, 2010). Teacher education should provide opportunities to teacher candidates for learning cultures existing in the society and practicing cultural society in real class environment (Banks et al., 2005).

As it is discussed previously, issues of diversity rarely penetrate in the curriculum of teacher preparation programs (Gorski, 2008; Gort, Glenn & Settlage, 2011, Valentin, 2006). Teacher education programs should help teachers gain the

knowledge and behaviors that are needed to work effectively with students from diverse groups (Merryfield, 2000; Moule, 2004). The goal of a multicultural teacher education program should be to help prospective teachers become agents who can affect power relationships in schools, districts, and communities by means of curriculum, instructional practices, and individual, collective action (Gollnick & Chinn, 2006). To achieve that, teachers should be non-biased and have an understanding and sensitivity for the various cultures reflected in their student population (Razik & Swanson, 2001; Savage, 2011). Hence, teacher education programs should try to urge teacher candidates to overcome the cultural barriers that they students suffer from (Lea, 2010). Teacher candidates should connect their learning during training with the inequities and injustices in the community. Vavrus (2010) also stresses that presenting only the diversity may result in the perceptions of layered society. In other words, teachers should feel the responsibility of preventing the differences in educational opportunities offered to students (Banks et al., 2005). To achieve this goal; teacher educators must contextualize teacher candidates' increased knowledge of content and pedagogy and engage teachers in critical reflection. Teacher education should help teacher candidates develop skills to judge their own beliefs and attitudes toward diversity. Only by self-recognition, can they change their perceptions about diversity (Keengwe, 2010). This is firmly supported by scholars such as Gay (2000), Ladson-Billings (2001) and Swartz (2003). Gay and Kirkland (2003) and Moule (2004) discuss this idea by suggesting critical cultural self-reflection to locate own perceptions about cultural diversity. This idea was supported by some empiric research as well. Several researchers (He & Cooper, 2009; Sharma, Phillon & Malewski, 2011; Turner, 2012) found in their research that self-reflection helped teacher candidates deepen their understanding about how cultural knowledge is important in education and identify their own attitude. However, Guo et al. (2009) reached the results in their study that teacher candidates may not be aware of the importance of self- reflection and they should be urged to do so.

Teacher candidates may have preparation with effectively pre-decided dimensions of multicultural education. However, it is more important to see how teacher candidates perceive these intentions and practices. Some research was conducted with teacher candidates who were enrolled in teacher education programs that have a focus on inclusion of multicultural education perspective. It was found that teacher candidates could generate only few ideas to address the cultural diversity in their classes (Henkin & Steinmetz, 2008) while another study (Owen, 2010) found that teacher candidates do not have open and flexible ideas for cross-cultural teaching. It is seen that the existence of focus on multicultural education may not mean preparation of culturally responsive teachers.

On the other hand, as it is discussed by some other studies (Capella-Santana, 2003; Duarte & Reed, 2004; Haj-Broussard & Henny, 2009; Seeberg & Minick, 2012; Spraldin, 2009), an effective course on multicultural education may help preparing culturally responsive teachers by developing cross-cultural knowledge and understanding of cultural diversity. However, one of the ways to decide the effectiveness of the courses is asking teacher candidates about their perceptions after taking such courses. To see if teacher education programs prepare effective teachers for culturally diverse classrooms, as Valentin (2006), Walker and Stone (2011), suggest we must deal with how teachers feel ready to handle student diversity in their classrooms and how they perceive their preparedness. Similarly, Smith (2009) suggests, examining the perceptions of teacher candidates concerning their views of multicultural education may add new insight into the existing subject matter.

In addition, asking teacher candidates about their perceptions requires their self-reflection. A study by Estupinan (2010) asked teacher candidates about their perceptions about their preparedness to teach in culturally diverse classrooms. In this study, while teacher candidates reported their perceptions about their preparedness, they reported that they raised their own awareness about their preparedness. It is seen that teacher candidates can identify their own readiness, biases, positive or negative attitudes when

they are asked about their perceptions for teaching in culturally diverse classrooms (Gay, 2000; Gay & Kirkland, 2003; Ladson-Billings, 2001; Moule, 2004; Swartz, 2003).

2.6. Summary

This chapter reviewed the relevant literature on the topics of multicultural education, multicultural curriculum, effective teacher, culturally responsive teacher and teacher education for multicultural education. To enrich and support the discussion, the relevant literature on diversity, culture, cultural diversity and multiculturalism is also reviewed and included in this chapter.

The reviewed literature showed that the profile of the societies is changing due to the mobility of people, which results in multiculturalism in the communities. It is suggested that cultural diversity penetrates all dimensions of life however, for this research; its effect on education was reviewed. The literature indicated that cultural diversity affects educational concerns and educational practices. On the other hand, some studies claimed that culture also has an effect on learning styles, teaching styles, interaction patterns or perceptions. Hence, cultural diversity should be considered as an important dimension while planning educational policies and practices.

Reviewing the literature showed that the multiculturalism in the society is tackled as a policy and as an attitude for educational research. Here, it is emphasized that the idea of multiculturalism should be addressed while structuring education. Given the effect of culture on education, to form democratic societies, there is the need for understanding and appreciation of cultural diversity. To achieve that, taking all cultures represented in a society into account and creating equity for opportunities in the societies is necessary. However, the extent of the integration of multiculturalism in education may vary. The literature showed that education research identifies two types of multiculturalism to show the degree of multicultural integration in education. The first one is difference multiculturalism. It emphasizes pluralism of cultures and respect to other cultures by integration of knowledge about other cultures. However, as understood

from the literature, difference multiculturalism does not go beyond introducing the fests, foods, clothes or customs of other cultures. This type of multiculturalism idea is not believed to address the need for education that cares for diversity. Hence, literature creates the concept of critical multiculturalism to create social justice and opportunities across all culturally diverse groups. This concept suggests that content integration is not enough to advocate for equities in political, social and educational opportunities. Literature suggests that achieving critical multiculturalism is only possible with multicultural education that cares for diversity.

In the reviewed literature, it is agreed that multicultural education should be an educational reform movement whose goal is to change the structure of educational institutions. On the other hand, literature suggests several aims of multicultural education. Basically, all call for raising students who know how to protect their rights for social, intellectual and economic growth, how to survive in a variety of cultural settings, how to appreciate diversity, how to achieve own potential, how to see the issues from a variety of perspectives and how to develop own decision-making skills. To raise such students, reform should affect all aspects of school culture including, staff, students, curriculum and school environment.

The next point reviewed in literature was multicultural curriculum. To achieve multicultural education, a multicultural curriculum that teaches how to appreciate and celebrate the diversity and address cultural inequities in the society is needed. On the other hand, literature shows that it is agreed that multicultural curriculum should be inclusive by promoting active participation of students, multiple perspectives of diverse cultures and the aspects of students' cultural background. Some studies in the review underlined the importance of schools in implementing the curriculum. These studies expect school to arrange classrooms, teacher practices in a way that values the strengths of cultural diversity.

The following issue in the literature review was related to effective teacher and culturally responsive teacher. In the literature, cultural responsiveness is identified as

one of the characteristics of an effective teacher by some studies. However, some other studies tackle cultural responsiveness as a new concept and discuss the characteristics of culturally responsive teachers. Relevant literature describes effective teachers based on their knowledge on their subject and classroom management skills by adding a dimension of multicultural effectiveness. Besides, culturally responsive teachers are described as the teachers who offer unbiased free learning context to maximize learning and empower all students. Another agreed characteristic of culturally responsive teachers is to meet the needs, interests and expectations of culturally diverse students.

The last point in the review was teacher education for multicultural education. Literature directs the discussion to multicultural education to teacher education since teachers are accepted as the most important agents to achieve multicultural education. It is seen that diversity affects teacher education and teacher education should be restructured to prepare teachers for culturally diverse classrooms. Some studies are optimistic that teacher education programs have taken multiculturalism into their agenda while some other studies underline that this integration does not go beyond adding few courses about multicultural education. However, studies agree on the fact that teacher education is important for achieving multicultural education. Yet, it is not the only key. Some researchers suggest that another important research topic is how teacher candidates perceive their preparation to handle diversity in their classes. Asking teacher candidates about their perceptions requires self-reflection and by doing so they can identify their own attitudes to cultural diversity and to be a teacher in culturally diverse classes.

CHAPTER 3

METHODOLOGY

In this chapter, the research methodology used in this study is presented. In the first part, the research design and in the second part the research questions can be found. In the later parts, context of the study, sampling procedures, data collection instrument, data sources, instrumentation, trustworthiness check of the study, data collection and data analysis are discussed respectively. At the final part, limitations of the study are presented.

3.1. Research Design

The study used a mixed method design including both close-ended and open-ended items in the same data collection instrument. The aim of integrating both open-ended and close-ended items was to complement quantitative findings with qualitative findings and to collect deeper understanding of teacher candidates' perceptions. In the study, quantitative and qualitative data were gathered concurrently by integrating close-ended and open-ended questions in the survey questionnaire in the separate sections.

The first section of the survey was for understanding the general situation in research setting and for describing beliefs, ideas and the perceptions of the population while the second section was for understanding the research problem from the points of the participants by using qualitative methodology. Quantitative methodology allowed making deductions (Borrego et al., 2009) and qualitative methodology allowed holistic description and deeper understanding of the research problem. Close-ended questions allowed finding out the distribution of the participants over the variables (Franken &

Wallen, 2006). On the other hand, open-ended questions allowed deeper understanding of respondents' opinion on the research problems.

The study was conducted in 2012-2013 Academic year in Vienna, Austria. The survey was administered to 479 teacher candidates studying in four different teacher education institutions. The answers retrieved from 468 participants could be used in the study to answer the research problems.

The cross-sectional survey was administered directly to the available participants. This helped to have a high response rate in a short period of data collection and helped to eliminate mortality threat to the internal validity of the survey. The design of the study is illustrated in Figure 3.1.

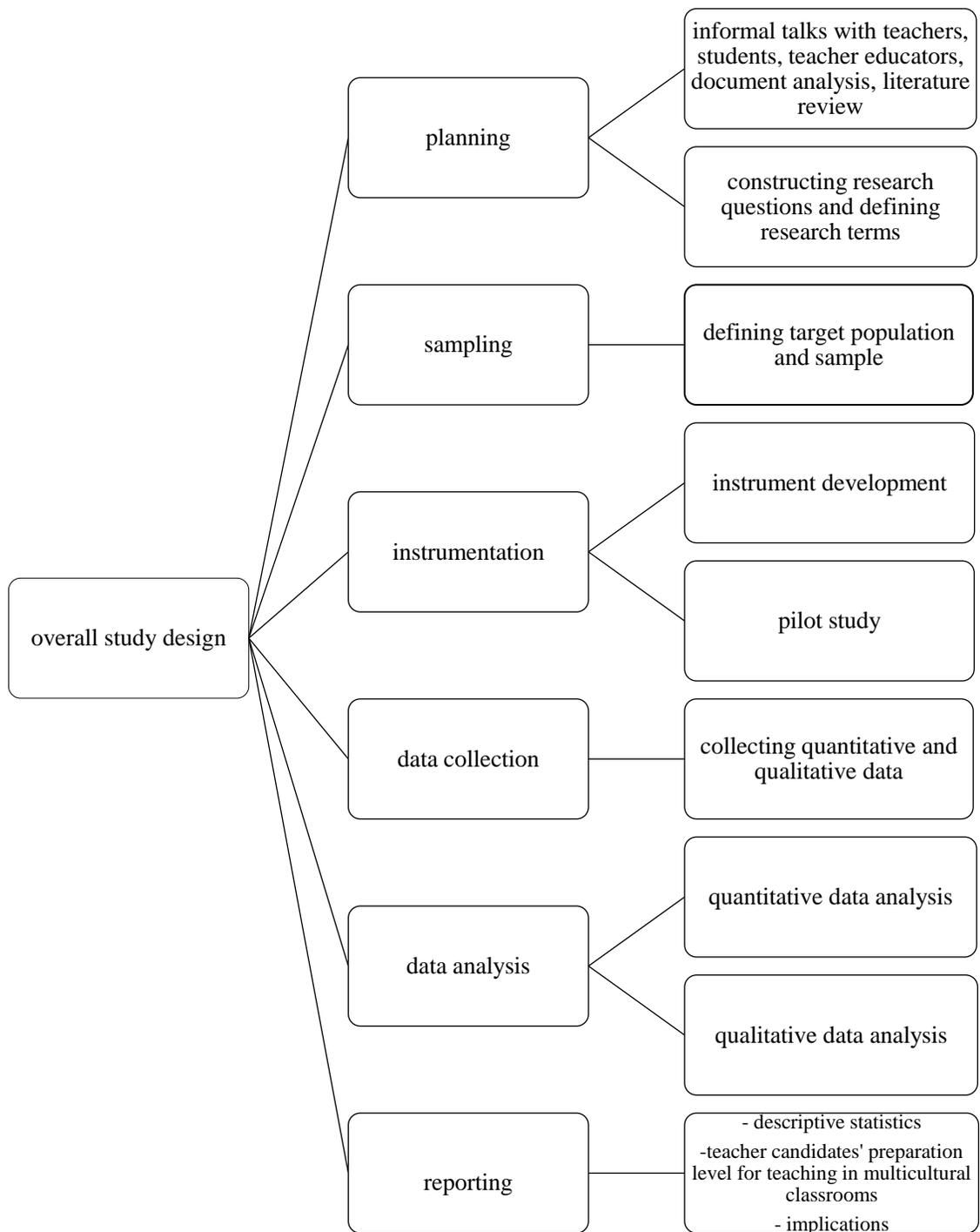


Figure 3.1. Design of the Study

3.2. Research Questions

The study attempted to answer the questions below;

1. Is there a relationship between teacher candidates' self-reported knowledge level about cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?
2. Is there a relationship between teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?
3. How do teacher candidates perceive their preparedness level with regard to teaching in culturally diverse classrooms?
 - a. How do teacher candidates perceive their strengths with regard to teaching in culturally diverse classrooms?
 - b. How do teacher candidates perceive their needs with regard to teaching in culturally diverse classrooms?
 - c. How do teacher candidates foresee their future teaching experiences in culturally diverse classrooms?
4. What are teacher candidates' suggestions to teacher education programs with regard to building preparedness for teaching in culturally diverse classrooms?

3.3. Context of the Study

The study aimed to find out the perceptions of teacher candidates about their preparedness level for teaching in culturally diverse classrooms and about how the teacher education programs prepare teacher candidates for teaching in culturally diverse

classrooms. To see how much teacher education programs prepare teacher candidates for culturally diverse classrooms, this study was conducted in Vienna, Austria. As a multicultural country, Austria offers its teachers the high probability of teaching in culturally diverse classrooms. Due to the cultural diversity, especially in Vienna, teachers are likely to have a classroom with culturally diverse students.

Austria is a country where people from various cultural backgrounds live together. According to the Austria Statistics Institute (2013) the total population of the country was 8.351.700 and 1.578.900 of this population is regarded as the population with foreign background for the year 2012. This number of population with foreign background forms 18.90% of the whole population. While calculating this number, “population with foreign background” is defined as people whose both parents are born outside Austria. In this case, a person can be a first generation or a second-generation person with foreign background. The first generation person with foreign background is a person whose both parents and himself/herself is born outside Austria. The second-generation person with foreign background is a person whose both parents are born outside Austria and himself/herself is born in Austria.

These statistics naturally affect the number of students with foreign background in schools. According to Austria Statistics Institute (2013), the total number of students enrolled in schools (primary, lower secondary, upper secondary) was 1.153.912 for 2011-2012 school year. Among this number, 218.596 students are defined as students with a mother tongue other than German. Here, the criterion is mother tongue as immigrants from German speaking countries are excluded from this calculation. This indicates that 19.3 % of all students have a mother tongue different from German across the nation. The percentage of students with a different mother tongue varies from one state to another. The highest rate is in Vienna (44.3 %) while the lowest rate is in Kärnten (9.6 %). The percentage of students with another mother tongue other than German among all students is presented in Table 3.1 for each state.

Table 3.1

Students With Mother Tongue Other Than German Among all Students for Each State (N=218.596)

State	<i>f</i>	%
Vienna	97.891	44.3
Vorarlberg	11.286	20.2
Salzburg	13.074	16.3
Upper Austria	31.280	15.3
Burgenland	4.395	12.5
Tirol	12.450	12.4
Lower Austria	24.175	11.7
Kärnten	7.249	9.6
Total	218.596	19.3

These figures show that the schools in Austria are populated with students from different cultures. Given this fact, Austria has a focus on multicultural education since the earlier years of migration which is 1960's. Among the educational concerns of the Federal Ministry for Education, Art and Culture, the statement "all students in a class, regardless of their linguistic, geographical origin, and their German skills have right for education" is emphasized. On the other hand, the ministry lists "intercultural learning" among the teaching principles in Austria. According to the explanation provided by the ministry, intercultural learning should be achieved to contribute to mutual understanding, to reduce prejudices and to recognize differences and similarities among various cultures. It is also indicated in the website of the ministry that intercultural learning is for encouraging students to bring their mother tongue and culture in the class. This principle is supported by over 150 projects across nation and competitions among schools under the title of "Inter-culturality and Multiculturalism". The Federal Law Newspaper (Federal Ministry, 2012) explains this principle as:

Intercultural learning is not limited only to learning about other cultures. Rather, it is the common learning and understanding, experience

and help shape cultural values. However, it is also important to arouse interest and curiosity about cultural differences to make not only cultural unity, but also diversity as something valuable.

On the other hand, ministry lists promotion of “multilingualism and linguistic diversity in Austria” among the educational concerns. The reason for this promotion is explained as the necessity of multiculturalism for social peace, social cohesion and for global competitiveness. This concern is supported by conferences, competitions among schools and by online support of language centers according to the website of the ministry. As it is seen, the intercultural and multilingual education is in the agenda of the ministry. This focus is expected to be in the agenda of teacher education institutions in a similar way. The curricula of teacher-training colleges are expected to have courses with a focus on heterogeneity and diversity. However, the focus on multiculturalism, multilingualism or diversity cannot be seen as a specific one since the curricula of these teacher education institutions refer all classes under the main titles but not specifically classes on cultural diversity. Hence, it is not possible to calculate how many ECTS is allocated for such classes or if the classes are elective or must courses in teacher education programs.

Given the focus of ministry on intercultural, multicultural and multilingual learning, the focus of teacher education institutions on these aspects should be analyzed to see how the concerns of ministry reflect on teacher education agenda. As ministry, schools and teacher education institutions are interdependent to each other; these institutions are the bridges that carry the vision of the ministry to school by training teachers. In this study, one of the concerns was to see how effectively teacher candidates are trained to comply with the multicultural policy of the ministry. To see how much this focus is reflected on teacher education, teacher candidates were surveyed. They were the participants to see how they are trained to teach these intercultural aspects in their classes. Teacher candidates were asked about their perceptions of their own preparedness to teach in a multicultural class. Moreover, they were asked to indicate

what they want teacher education institutions to include into their agenda regarding multicultural education.

3.3.1. Teacher Education in Austria

There are different pathways for teacher education in Austria. The duration, status, qualification or admission of the teacher education varies according to school type to work. Moreover, teachers attend different teacher education programs for different pathways in teaching. Teacher education generally is offered in upper secondary level, non-university tertiary level and university level.

Parliament and government take decisions about the structure and organization of teacher education in almost all aspects (institutions, duration of programs, course structures, exam regulations, and certificates). Colleges of Teacher Education have to follow national laws defined by School Organization Act and defined structure, aims, subjects and content of teacher education programs. Although law guarantees academic freedom to universities, they also pursue national laws and defined basic structure, aims and fields of study. Thus, all institutions of teacher education in Austria are similar in structure (Vlasceanu & Barrows, 2003).

The entry requirements for being accepted in any teacher education program are identified by Federal Ministry for Education, Art and Culture (2010) as; basic personal qualifications, knowledge of the German language (written and spoken), speech and voice power, musical and rhythmic qualification for primary and special school, physical and motor qualification.

There are 62 teacher education institutions in Austria according to Federal Ministry for Education, Art and Culture (2013). These are divided into four types; universities, teacher-training colleges, educational institute for kindergarten pedagogy (Bildungsanstalten für Kindergartenpädagogik-BAKIP) and educational institute for social pedagogy (Bildungsanstalt für Sozialpädagogik – BASOP). These institutions

train teachers for different levels of schools. To illustrate the Austrian schooling system, see Appendix A.

Teacher-training colleges offer teacher education for primary schools, special education schools, lower secondary schools and polytechnic schools. Applicants have to have a qualified school-leaving certificate (MATURA) of an upper secondary school that is obtained earliest after 12 years of schooling.

BAKIP (Bundes-Bildungsanstalten für Kindergartenpädagogik) train teacher candidates for kindergartens at upper secondary school level. This institution can be considered as upper secondary schools with a focus on kindergarten pedagogy. The BAKIP program in upper secondary level consists of general education (national curriculum), professional training (pedagogy, educational psychology and didactics) and practical training at the nursery training school of the institution. This pathway lasts for five years. After completion of studies, teacher candidates take written and oral examinations in five subjects in order to obtain the school-leaving certificate (MATURA), which also allows admission to higher education. Once the examination is taken and passed, graduates can either apply for a job at a kindergarten right away or continue their studies at higher education institutions.

BASOP (Bundes-Bildungsanstalten für Sozialpädagogik) train teacher candidates with a focus on social pedagogy at the level of upper secondary school. The curriculum resembles that of BAKIP and generally, BASOP institutions are located within the same institution with BAKIP. The training in BASOP lasts for five years. Teacher candidates take general education of high school and professional training for social pedagogy. However, teacher candidates are trained especially for home education or nursery schools. The admission requirements are the same with BAKIP and graduates can work in day-care centers, childcare in home or nursery schools. The graduates finish their training with MATURA and they can go on their education with a higher education institution if they want.

Finally, universities train teachers for upper secondary level and for the lower secondary cycle of the academic schools. A school-leaving certificate (MATURA) is the admission requirement for university-level teacher education. The duration of study is nine semester and teacher candidates are trained in a concurrent model where components of curriculum are studied in a parallel way.

While presenting the total number of teacher education institutions in Austria, Ministry categorizes the nine states of Austria under the title of four regions. The regions include these states;

Region North; Upper Austria, Salzburg

Region East; Vienna, Lower Austria, Burgenland

Region South; Steiermark, Kärnten

Region West; Tirol, Vorarlberg

The number of the teacher education institutions is provided for each region in Table 3.2 below.

Table 3.2

Number of Teacher Education Institutions With Regard to Regions in Austria (N=62)

	Region-North	Region -East	Region-South	Region - West
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
University	4	5	4	1
Teacher-Training College	4	4	3	2
BAKIP	7	11	7	4
BASOP	1	3	1	1
Total	16	23	15	8

3.3.2. Data Provider Teacher Education Institutions

For the study, State of Vienna was chosen as it has the highest number of teacher education institutions ($N=14$) and the highest percentage of students with mother tongue other than German (44.3 %), which gives a multicultural nature to that state.

The survey was conducted in four different teacher education institutions in Vienna. These institutions are one university, one teacher-training college, one academy of fine arts and one educational institute for kindergarten pedagogy.

The first data provider institution was university. Teacher education in this university trains teachers for upper secondary schools and lower secondary cycle of academic schools. It offers a dual program where teacher candidates can select two subject majors among 26 different subjects. The subject majors offered in university are listed in Table 3.3 below.

Table 3.3

Subjects Majors Offered in the Data-Provider University (N=26)

<i>Majors</i>		
German	Hungarian	English
Slovakian	Mathematics	Greek
Protestant Religion	Physics	French
Catholic Religion	Chemistry	Russian
Geography and History	Spanish	Slovenian
Psychology and Philosophy	Czech	Italian
Latin	Bosnian / Croatian / Serbian	Polish
Household Economy and Nutrition	Computer Science and Computer Science Management	Biology and Environmental Science
Social Studies and Political Education		Exercise and Sport

To be admitted into teacher education programs in this university, candidates should have a secondary school leaving certificate (MATURA). If they do not have any

secondary school leaving certificate, they can take “Studienberechtigungsprüfung” (university entrance exam) and start their studies. The standard duration of teacher education is nine semesters. The total number of teacher candidates enrolled in teacher education in this institution was almost 9.900 for 2011-2012 Academic Year. This makes the institution the mostly populated teacher education institution in Austria. However, as reported by the university professors working in this university, the attendance rate is relatively low when compared to the enrollment rate. In other words, the number of the regular attending teacher candidates is lower than the number of teacher candidates who are registered in teacher education programs. This can be attributed to non-competitive university entrance requirements and no-fee requirement for European Union citizens. In university, completion of 270 ECTS brings the graduation and the right to start teaching. This university was chosen for this study as it offers a wide range of subject majors and it has the highest number of teacher candidates in Vienna.

The second data provider institution was a teacher-training college. This training college is one of the two teacher-training colleges in Vienna. Both of these colleges were asked to participate in the study and the study was conducted in the voluntary one. The college offers five different teacher education programs. These are teacher education for primary schools, for technical –vocational schools, for lower secondary schools, for religious education and for special education schools. The duration of the training is six semesters. The total required 180 ECTS are divided into two sections. The first 60 ECTS is offered in two semesters and the rest 120 ECTS is offered in the other four semesters. Teacher candidates also need to submit and defend a graduation thesis to finish their training successfully. The division of total ECTS among the components of curriculum (except teacher education for polytechnic schools) is as follows; human sciences 39 ECTS, special studies and teaching methodologies 84 ECTS, practical studies in schools 36 ECTS, supplemental studies 12 ECTS and bachelor’s thesis 9 ECTS. This division is presented in Table 3.4.

Table 3.4

ECTS Division Among the Curriculum Components of Teacher-Training College

	Humanities	Special Studies/ Teaching Methodologies	Practical Studies	Supplemental Studies	Bachelor's Thesis	Total
ECTS	39	84	36	12	9	180

The training in teaching training college ends in Bachelor of Education (BE) degree after successful completion of the program. Teacher candidates studying teaching for primary schools are trained in a holistic way. They get training to teach in primary schools all classes except handicraft and religion. The teacher candidates studying in teaching for lower secondary schools are enrolled in a dual system. They can choose two different subjects to teach. They need to choose their first subject among German, English or mathematic. They can choose their second subject among Exercise and Sport, Art, Biology and Environmental Science, Nutrition and Home Economics, History and Social Science, Geography and Economic Science, Music, Physics and Chemistry, Religion, Arts and Crafts (technical), Arts and Crafts (textile). Religious education teacher candidates can choose among Catholic, Protestant, Orthodox, Oriental-Orthodox and Old-Catholic religions and they can be teachers in all school levels (primary schools, secondary schools, special needs schools, polytechnic schools and vocational schools). All teacher candidates accepted in any teacher education program have 4-week orientation that helps them to gain insight in teaching profession. With regard to practice teaching, all teacher candidates in the teacher education program practice their theoretic training in affiliated schools under the guidance of mentor teachers. The institution has two partner primary schools and one partner secondary school. The total number of teacher candidates who were enrolled in this college was 2,127 for 2011-2012 Academic Year.

The third data provider institution was academy of fine arts and it has the same level with teacher-training college. The training of art teachers is held in such academies

in Austria. This academy was chosen to reach teacher candidates from subjects of art. The academy offers teacher education covering these subjects; Contextual Design (Design, Architecture, and Education), Art Education (Art and Communication), Fashions and Styles (Textile Arts Education). The admission criterion for this institution is having a secondary school-leaving certificate. Moreover, teacher candidates need to pass an entrance exam before being accepted into the specific study program they want. Teacher candidates can choose two subjects to study due to dual system. Teacher candidates should finish 201 ECTS to be able to graduate as an art education teacher. Contextual design teacher candidate should finish 174 ECTS while fashion and styles teacher candidate should finish 193 ECTS. The graduates can work in both state and private run schools after successful completion of the program. The number of required ECTS to graduate for each major is presented in Table 3.5 below.

Table 3.5

Number of Required ECTS for Each Major in Academy of Fine Arts

The Major	Required Total ECTS
Art Education Teacher	201
Contextual Design Teacher	174
Fashion and Styles Teacher	193

The institution could not provide the exact number of the teacher candidates studying in this teacher education institution. The institution provided the number of teacher candidates in each major separately. However, due to the dual system one student can declare two majors. Hence, the number of teacher candidates enrolled in teacher education in this institution was not certain. The number of teacher candidates in each major was as follow; 224 in art education, 140 in fashion and styles and finally 144 in contextual design major. This counts 508 teacher candidates in total. However, the

institution stated that this total number was higher than the actual number of teacher candidates.

The fourth data provider institution was educational institute for kindergarten pedagogy (BAKIP). The institution offers five-year training to teacher candidates who want to get training for kindergarten pedagogy and it has an upper secondary school status. Teacher candidates who want to study in this institution should finish the lower secondary school successfully. Lower secondary school lasts for 4 years after a 4-year primary school. Teacher candidates start their training in BAKIP with the age of 14 or 15. During this training, teacher candidates learn the subjects that are offered in upper secondary schools as well as the subjects for kindergarten pedagogy. Starting from the first year of school, teacher candidates visit a partner kindergarten and practice their theoretical training. BAKIP training finishes with a school-leaving exam. Teacher candidates should take a written and an oral exam. In the written exam, they are responsible for German, English, pedagogy, didactic and a thesis. In the oral exam, teacher candidates should answer questions on pedagogy, English, German, history, religion and they should show their musical, visual or rhythmic capabilities in a 25-minute presentation. After successful completion of the school-leaving exam, teacher candidates can go and start working in kindergartens, nursery schools or they can provide day care at home. On the other hand, school-leaving certificate (MATURA) gives them the right to be enrolled in a university, academy or college. If they want, they can go on their training with Master Studies in kindergarten teaching and work in kindergartens at the same time. This institution offers upper secondary school level education, the start age is relatively low when compared to other teacher education institutions. However, these institutions are the main teacher trainers for kindergartens in Austria. Hence, they were included in this study to reach kindergarten teacher candidates.

In three of data provider institutions (university, teacher-training college, academy of fine arts), teacher candidates studying at different grades can attend

pedagogy classes together. The pedagogy classes are divided into clusters such as “should be taken in the first two semesters” or as “can be taken after third semester”. This categorization makes it possible that a sophomore and a senior student may happen to attend the same pedagogy class. Given this situation, teacher candidates from all grades in university, teacher-training college and academy of fine arts were surveyed. However, in the educational institute for kindergarten pedagogy (BAKIP), the pedagogy classes are mostly located through the end of the school career of teacher candidates; so only senior teacher candidates in BAKIP were included in this study.

3.4. Population and Sample Selection

The target population of the study was teacher candidates who study in fourteen different teacher education institutions in Vienna. Among these fourteen institutions, a cluster of four institutions was selected purposively to be able to reach teacher candidates from all types of teacher education programs. These four institutions provided data from teacher candidates for kindergarten, primary, lower secondary and upper secondary school levels. The data provider institutions were one university, one teacher-training college, one academy of fine arts and one educational institute for kindergarten pedagogy. The data provider university in this study was chosen because it is the only one that offers a wide range of subject areas and has the highest number of teacher candidates in Vienna. On the other hand, the reason for choosing teacher-training college and educational institute for kindergarten pedagogy was the fact that these institutions are located in culturally diverse neighborhoods. This affects the profile of the teacher candidates studying in this institution as well as the profile of the practice school of the institution. These two colleges have their own practice schools where there is a cultural diversity among students of these practice schools because of the diverse cultures in the neighborhood. Hence, these two institutions provided relatively a more multicultural environment to teacher candidates. Finally, the academy of fine arts in this study is one of the two colleges that offer teacher education for art and subcategories of

art in Vienna. This college was chosen, as it is located in the city center where teacher candidates from a diverse background are likely to attend.

The number of accessible population in this study was the total number of teacher candidates studying in these four teacher education institutions. The study aimed to reach all teacher candidates in the university, teacher-training college and academy of fine arts and only senior teacher candidates in educational institute for kindergarten pedagogy. The highest number of teacher candidates was in the university with 9.900 teacher candidates from each grade (with a low rate of attendance) while the lowest number was in the educational institute for kindergarten pedagogy with 84 senior teacher candidates. The accessible population was all teacher candidates in the available classes of these four teacher education institutions and the study reached 479 participants in total. Of all 479 participants, the data provided by 468 could be used in the study. The target population, clustering, the accessible population and the sample is illustrated in Figure 3.2 below.

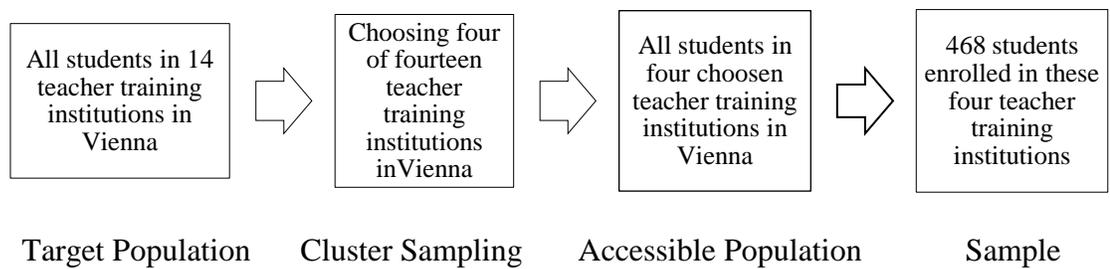


Figure 3.2 Sampling Procedure

The distribution of sample among the four data provider institutions is presented in Table 3.6.

Table 3.6

Distribution of Sample Among the Four Teacher Education Institutions

	<i>f</i>	%
University	238	50.9
Teacher-Training College	178	38
Academy of Fine Arts	37	7.9
Total	468	100

3.5. Data Sources

In this study, the aim was to find out how teacher education programs in Vienna prepare teacher candidates for teaching in culturally diverse classrooms. In the study, the perceptions of teacher candidates regarding their preparedness level for teaching in culturally diverse classrooms and their perception about how teacher education programs build this preparedness was examined. Data sources were teacher candidates studying in four different teacher education institutions in Vienna, Austria. The study surveyed 479 participants and the data provided by 468 participants were used in the study. The details about the demographics of the participants are presented in Chapter 4.

3.6. Instrumentation

The survey instrument in this study was a questionnaire developed by the researcher. The questionnaire was a written-response instrument that required filling by the participants. In this section, the development of the instrument, trustworthiness check for the instrument, pilot study and the content of the instrument is presented.

3.6.1. Development

In this study, data collection instrument was developed by the researcher prior to study under the guidance of an associate professor field expert in curriculum and instruction. The data collection was a questionnaire and it was used to investigate the

perceptions of teacher candidates about their preparedness to teach in a culturally diverse classroom and about how teacher education programs prepare teacher candidates for culturally diverse classrooms in Vienna. Several steps were followed in the development of the questionnaire.

Firstly, to form a valid questionnaire that fits to the aim and the content of the study, literature is surveyed thoroughly. Databases such as EBSCOHOST, YÖK Thesis Bank and METU Library Catalogue were searched to locate the relevant literature.

In the development of the questionnaire, informal talks with university professors working in teacher education programs and with university students studying in teacher education programs helped creating a relevant instrument. The researcher contacted university students and university professors in teacher education program and asked questions via e-mail. These university professors and teacher candidates in teacher education programs were asked to elaborate on the components of the curricula of their programs.

Except informal talks, expert opinion was consulted while developing the data collection instrument. A university professor in Curriculum and Instruction field provided regular feedback during the construction of the instrument. The professor checked the relevancy between the aim of the study and the content of the instrument. According to her feedback, the items on the questionnaire were revised several times until the most suitable ones were determined. Moreover, two university professors working in teacher education departments in the institutions where data were collected examined the instrument to rate its usability in their classroom context. Finally, as a requirement of ethical conduct, an expert in the data provider university, reviewed the final draft of the survey instrument to give consent for application of the instrument in the data provider university. This expert also checked the face validity of the questionnaire and pointed out some need for revision.

The detailed trustworthiness check of the instrument is discussed in the section 3.7.

3.6.2. Piloting

Before data collection started, an exploration process of the perceptions of the research problem by teacher educators and teacher candidates was done. Informal talks with teacher educators and university students provided useful data to find data-rich sources and to make necessary changes or adaptations on the data collection instrument. On the other hand, university students provided information on the academic calendar of their programs and teacher educators provided information on the curriculum components in teacher education programs and institutions-specific information. Informal talks were helpful in deciding the best time for data collection and in identifying any aspects that were ignored.

At the beginning of October, almost all possible data provider institutions started to operate and classes started. During the first week of October, the researcher contacted university professors teaching pedagogy classes in various teachers training institutions in Vienna to introduce the study and find floor to conduct the research in Vienna. These professors were provided with the consent form and data collection instrument to see if it addressed the eligibility of being used in their classes.

In the middle of October, the questionnaire was ready to be piloted in a class. For the pilot study, a university class with 24 teacher candidates was chosen. This class was in the same university where the study was conducted later. In this class, there were teacher candidates who were in their mid-career in teacher education. Twenty-one of 24 teacher candidates in the class participated in the pilot study. Before the piloting, the aim and scope of the study is explained thoroughly. Afterwards, consent forms and questionnaires were distributed to the participants. In the consent form, participants could find the aim of the study and contact information of the researcher. Consent form also ensured the confidentiality of participants' answers and the possibility of quitting the participation at any time. Volunteer participants read and filled the consent forms by putting their names and signing in the form. The researcher jotted down the questions raised during the pilot study to consider them later. At the end of the pilot study, these

21 filled questionnaires helped to revise the instrument and get it ready for actual data collection.

Pilot study provided useful information about several important points in the questionnaire. Questions that were inaccurately worded or unclear questions and choices were identified with the help of the pilot study. One point was the necessity of explaining the term of “multiculturalism”. This term is used in the questionnaire for several times. Thus, an explanation was added to the questionnaire to show in which context the term “multiculturalism” is used in the study. The explanation “Please note that the term “Multiculturalism” refers to religious, ethnical, linguistic or cultural diversity in this study” was included in the questionnaire. On the other hand, for the question, “So far, have you taken course(s) that address issues such as multiculturalism, multilingualism or migration?” the options were supported by some extra explanations. The “yes” option was changed to “Yes, courses that had these issues as a main topic” and the “somewhat” option was changed to “Somewhat, courses that had these issues a little bit”. There was no addition to option “no”.

Pilot study also helped to see the face validity of the questionnaire. To encourage participation in the questionnaire, the overall format of the questionnaire was examined again to ensure its face validity. The spaces given for the answers to open-ended questions, the margins of the rating scale table, font and the general layout of the questionnaire were revised, which made the questionnaire more reader friendly. To make the questions more understandable, some German words (vorhersehen – imagine, Flüchtling - refugee) were given in parenthesis next to their English counterparts and this made the questions easier to understand for the participants. For the data collection instrument, see Appendix B.

Another point that pilot study revealed was the language of the questionnaire. Some teacher candidates in pilot study reported that a questionnaire in German would be easier and fast to finish. To make the questionnaire more understandable, a German-version of the questionnaire was developed. The translation was done by an Austrian

journalist who is an academic researcher and competent in English language as well. The translation was also sent to a university professor who was expert in qualitative research to check the German version of the questionnaire. The expert made few wording changes in the German version of the questionnaire. In addition, to see if German version of the questionnaire was understandable for teacher candidates, several teacher candidates studying in teacher education programs went through the questionnaire and rated its appropriateness. No problem related to terminology or clarity of the questionnaire was identified. These teacher candidates did not participate in the study later on. For the German version of the questionnaire, see Appendix C.

3.6.3. Instrument

A personally developed questionnaire was the data collection instrument for this study. The questionnaire consists of both close-ended and open-ended items. It was formed in compliance with literature reviewed, documents analyzed and with consistent feedback of experts in the educational research.

The questionnaire starts with an introduction section where the participants find the aim of the study, the aim of the questionnaire, e-mail address, name and affiliation of the researcher. The introduction part also assures that the participation is voluntary and participants can quit the study any time they want.

The questionnaire has three different parts. In the first part, participants are asked to answer some background questions. Among the background questions, there are age, gender, birthplace of participant's parents, birthplace of participant, self-consideration as a person with migration background or not, the languages spoken within the family of the participant, the teacher education institution enrolled in, grade in teacher education and classes taken so far regarding multicultural agenda. In this first section, the option of "other" was also provided for the eligible questions. This option eliminated the absence of a suitable option for the participants.

In the second section of the questionnaire, there is a rating scale where participants rated their knowledge level with regard to multiculturalism and their professional development level with regard to teaching in a culturally diverse classroom. The scale used is a 5-point Likert-Type scale where 1 means very poor, 2 means poor, 3 means fair, 4 means good and 5 means very good. Participants are asked to rate 12 different items. The items on the scale were constructed by considering the characteristics of a culturally responsive teacher.

The first three items aim to find out teacher candidates' knowledge about the existing diversity in Austria and the historical background of the diversity in Austria. Apart from the necessity of learning the current diversity as emphasized in the literature (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002), this study asked the knowledge level about how the current cultural diversity in Austria was formed. As Villegas and Lucas (2002) suggest, learning the sources of the current cultural diversity can help understanding how the current society was formed and how the factors cultural minorities affect the current society. As being a culturally responsive teacher requires knowing the diversity and its historical background (Banks et al., 2005; Darder, 1991; Irvine, 2001; Grant & Gillette, 2006; Villegas & Lucas, 2002), these three items were included in the scale. These three items asked teacher candidates to rate their knowledge on immigration, refugee movements to Austria and the existing cultural diversity in Austria.

The fourth question is about the classes that teacher candidates have taken so far in their teacher education. The question asks the overall effectiveness of these classes in preparing teacher candidates for teaching in multicultural classes. As suggested by Hayward (2010), teacher education should not consider only content knowledge or pedagogical skills. Teacher education should prepare prospective teachers to identify different needs, experiences and perspectives of diverse students (Banks et al., 2005; Smith, 2006). If teacher candidates develop an understanding of multiculturalism and

combine it with pedagogical skills, they can meet the needs of their students with diverse cultural backgrounds.

The fifth question on the scale is about the linguistically diverse classroom management skills. This item asked teacher candidates their perceptions about their preparedness level to manage a class with diverse languages. It is well known that cultural diversity in class will bring the diversity of languages (Padron & Knight, 1990) and eliminate problems, teachers should learn the way of handling other languages (Gollnick & Chinn, 2006).

The sixth question asks teacher candidates their perceptions regarding their preparedness level for creating awareness of multiculturalism in their classes. Culturally responsive teachers should present all the cultures existing in the community and in the class to create awareness and appreciation of diversity (Clayton, 2003; Gollnick & Chinn, 2006; Irvine, 2001). As Banks et al. (2005) and Corderio et al. (1994) suggest, this is definitely important to build cultural connections among students in class as well as between students and community. To be able to create the desired democratic multicultural society, teachers should teach the existence of diversity and appreciating it (Clayton, 2003; Pai, 2006). Creating multicultural awareness can also help respect, accept, understand and value diversity which can help achieving multicultural society (Nagayoshi, 2011; Verkuyten, 2006).

The seventh question on the scale is related to inclusion of diverse cultures in lesson planning. As suggested by Bennett (2007), Clayton (2003) and Irvine (2001), a multicultural curriculum should include multiple perspectives and should teach how to appreciate diversity. As teachers are the main key to curriculum, their skills to develop the inter-cultural competence of their students is important. Similarly, Banks (1993), Cochran-Smith (2004), Gay (2010), Savage (2011), Villegas and Lucas (2002) suggest that to meet the various perspectives, needs and expectations of diverse students, teachers should have cross-cultural knowledge and consider including the aspects of the

diverse cultures in lesson planning. This would motivate students and make the learning experiences more meaningful for them (Gay, 2010; Irvine, 2001).

The eighth question asks the preparedness level for dealing with negative stereotyping and prejudice. To achieve multicultural curriculum, presenting cultures in the class and community will not be enough (Clayton, 2003). Teachers may also encounter with prejudice and bias against students with diverse backgrounds. To eradicate and prevent these detrimental effects on multiculturalism, teachers should be skillful (Irvine, 2003). As suggested by Gay (2010) and Villegas and Lucas (2002), another important responsibility of culturally responsive teaching is to provide an education environment that is free from bias, prejudice or negative stereotyping. Hence, teachers should know how to deal with prejudice and negative stereotyping (Teel & Obidah, 2008)

The ninth question on the scale asks teacher candidates their preparedness level for achieving collaboration among their students from diverse backgrounds. Culturally responsive teachers should build active collaboration, sharing and rapport in their classes (Banks et al., 2003; Darder, 1991; Grant & Gillette, 2006; Irvine, 2001; Rothstein-Fisch, 2003). Only with this way, a democratic multicultural classroom environment can be built to create active learning of diversity (Villegas & Lucas, 2002). By cooperating, students can share their backgrounds with each other; create a mutual understanding and respect (Cochran-Smith, 1995; Rothstein-Fisch, 2003). Teachers should try to encourage collaborative group work where students can express their ideas and identities freely (Nieto, 1999).

The tenth question on the scale is about materials. This item asked the preparedness level of teacher candidates for creating multicultural materials to present diversity in their classes. Including the cultural diversity in class and designing inclusive materials go hand in hand as suggested by Irvine (2001). One of the common ways to include other cultures is to design materials that address the cultural diversity (Corderio et al., 1994; Gay, 2010; Irvine, 2001). As suggested by Gollnick and Chinn (2006),

Grant and Gillette (2006) and Darder (1991) cultural diversity can be reflected in materials very effectively. Teacher's ability to connect diversity and materials is one of the main characteristics of democratic teaching (Osborne, 1991). Hence, preparation for designing inclusive materials (Banks et al., 2005) is included in the scale.

The eleventh question is related to conflict management. Another important point in culturally responsive teaching is keeping the classroom free from cultural conflicts. However, until constructing a welcoming and a peaceful class, some conflicts may arise due to the early life experiences of students in mono-cultural environment (Irvine, 2001). Students who have been exposed to only one culture may have difficulties in keeping up with the diversity in the class (Clayton, 2003) and conflicts may arise. Given that, teachers should be careful to handle that issue not to harm the inclusive multicultural classroom environment (Darder, 1991).

The final question asks the preparedness level for integrating students into local society. Multicultural education aims to teach students survive in different cultural settings and live in a productive way in diverse societies (Pai, 1990; Smith, 2006). Teachers should guide their students beyond the class to facilitate this aim of multicultural education.

In order to ensure the construct validity, principal component factor analysis was performed to explore the sub-dimensions of the scale. KMO and Bartlett's Test of Sphericity value was found to be over .07, which showed there are enough items for each factor and it is appropriate to run factor analysis. Factor analysis was run by extracting eigenvalues over 1. The examination of correlation matrix demonstrated that the scale comprises of 12 items which were loaded on two factors. These factors are "Knowledge level about cultural diversity in Austria" and "Professional development level for teaching in culturally diverse classrooms". The visual examination of the screen plot and component plot in rotated space also showed that there is cut-off after the third item in the rating scale where the items can be loaded before this cut-off and after this cut-off. For the screen plot and component plot of factor analysis, see Appendix G.

Factor analysis revealed that the first factor “knowledge level” accounts for the 41.11% of the total variance while the second factor “professional development level” accounts for the 15.19% of the total variance, which shows that the factors cumulatively account for 56.30% of the total variance. The factor-loading matrix is presented in Table 3.7.

Table 3.7

Factor-loading Matrix

Items on the scale	Component	
	1	2
Item 9	.814	.059
Item 6	.807	.079
Item 7	.785	.099
Item 8	.773	.092
Item 11	.751	-.074
Item 12	.746	.152
Item 10	.732	.041
Item 5	.608	-.064
Item 4	.511	.113
Item 2	-.025	.851
Item 1	-.026	.827
Item 3	.216	.641

After two factors were located, the scores on the related items of each factor were summed and divided into the number of items in the factor. Hence, the greater magnitude of the scores on each factor means higher knowledge level or higher professional development level. On the other hand, the internal reliability of the factors was checked by examining the value of Cronbach Alpha. The α value for the first factor was below .70. However, as suggested by Hair, Black, Babin and Anderson (2010), the value can be decreased to the value of .60 in exploratory research. On the other hand, the α value for second factor was found to be over the value of .70 which is suggested by

Fraenkel and Wallen (2006) and Morris and Fitz- Gibbon (1978). The detailed results of factor analysis are presented in Table 3. 8 below.

Table 3.8

Factors on the Rating Scale and Their Reliabilities (N=12)

Factors	<i>n</i>	<i>α</i>
Knowledge level	3	.68
Professional development level	9	.89

Knowledge level: Knowledge level about cultural diversity in Austria

Professional development level: Professional development level for teaching in culturally diverse classrooms

In the third section of the questionnaire, participants answered five open-ended questions. In the first four questions, participants answered a pre-determined question. In the fifth question, they were given the option to write any issue they want to share with the researcher with regard to any question in specific or study in general. The first open-ended question asked the predictions of teacher candidates about their future teaching experience in culturally diverse classrooms in their future career. This item was included to see the expectations of teacher candidates about their future experiences with students from diverse backgrounds. Teacher candidates may have some labeling tendencies about their prospective students. Teacher candidates may have different expectations from their students by grouping their students according to their backgrounds (Darder, 1991; Gollnick & Chinn, 2006; Kubota, 2010; Rothstein-Fisch, 2003; Sanders & Rivers, 1996). Besides, this question was included to see the motivation or discouragement about teaching in culturally diverse classrooms and to see if teacher candidates desire to be an effective teacher as suggested by Dewey (1897). Following, the second and third question were included to identify the perceptions of teacher candidates about their strengths and needs regarding teaching in culturally diverse classrooms. As self-understanding is important for an effective teacher (Grant & Gillette, 2006), these two items tried to identify how much teacher candidates recognize their own perspectives,

biases, strengths, advantages and disadvantages to teach in culturally diverse classrooms. The last open-ended question asked the suggestions of teacher candidates to teacher education programs. This item wanted teacher candidates to report their suggestions about the multicultural agenda in the curriculum of teacher education programs. As Smith (2006) suggests that teacher candidates may help to see how effectively teacher education programs handle teacher education for cultural diversity in their curriculum. Hence, teacher candidates should be asked to evaluate the curriculum offered to them in teacher education programs.

Along with the data collection instrument, a consent form was also used in the data collection. The consent form was prepared according to the guidelines of “Human Subjects Ethics Committee” of Middle East Technical University. It included the aim of the study, contact information and the affiliation of the researcher. With the help of consent forms, participants were informed that the participation is voluntary and they could quit participating at any time they wanted. On the other hand, consent form ensured that the data provided by the participants would be kept confidential and anonymous. For the consent form see Appendix D.

3.7. Trustworthiness Check of the Study

Various methodologies were adopted to check the trustworthiness of the quantitative and the qualitative parts of the instrument. For the trustworthiness of the quantitative part of the study, validity and reliability checks of the instrument were performed. For the trustworthiness of the qualitative part of the study, various methods were implemented to ensure credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985) of the study.

3.7.1. Quantitative Part

For the quantitative part of the instrument, validity check was done to ensure that the data provided by the instrument could be used to draw accurate results (Fraenkel & Wallen, 2006). Experts who can make correct judgments about the relevance of the instrument to the purpose of the study judged the validity of the instrument. Experts in the home institution and in the institutions where data were collected examined the content validity of the instrument. They were provided with the aim, scope of the study, definitions and the constructs to be measured by the instrument. These validity checks were repeated until the final version of the instrument was agreed. On the other hand, another expert on face validity examined the instrument and provided beneficial feedback on the overall format of the questionnaire.

The reliability check was performed to ensure the instrument would give consistent results when it is used at different times at the same setting (Morris & Fitz-Gibbon, 1978). For the quantitative part of the instrument, rating scale was checked for its internal reliability. The reliability of the rating scale was checked to see how consistent the scores on the scale and the scores within the factors were. To assess the reliability on the rating scale and within the two factors, Cronbach's Alpha Coefficient, which is a commonly used internal consistency coefficient, was calculated (Hogan, Benjamin & Brezinski, 2000). Alpha (α) value was $\alpha = .85$ for all items on the rating scale, $\alpha = .68$ for the first factor and $\alpha = .89$ for the second factor. These values were above the minimum value to say this instrument was a reliable instrument according to Cronbach's Alpha Coefficient as the acceptable value is .60 and above for exploratory research as suggested by Hair, Black, Babin and Anderson (2010).

3.7.2. Qualitative Part

For the qualitative part of the study, varied methods were adopted to ensure the credibility, transferability, dependability and confirmability.

To ensure the credibility, various naturalistic techniques were used. These techniques were prolonged engagement, peers debriefing, triangulation and referential adequacy materials (Stufflebeam, Madaus & Kellaghan, 2000). Firstly, to understand the context, prolonged engagement at the site of the study was done. The researcher arrived in Austria two months earlier than data collection to get deeper understanding about the context of the country, context of Vienna and the context of teacher education in Austria. Before data collection, the researcher attended several workshops and seminars about cultural diversity in Austria, multicultural education efforts and immigration issues. In the meantime, the researcher visited the main libraries in Vienna to see which sources are available to teacher candidates. Especially the library of teacher education department in the data provider university was examined to identify which sources on multicultural agenda exist. To get insight in the university culture, the researcher also attended a pedagogy class in teacher education department of the data provider university for one semester. The course was offered biweekly and was attended by teacher candidates from different subject majors in teacher education. The researcher spent six months in Austria in total. This prolonged engagement allowed learning the school culture, teacher education culture and social structure in the setting of the study. Peers debriefing was another technique that ensured credibility. During the study, the researcher took consistent suggestions on methodological steps from other researchers in the field. To monitor the growing pile of data, other researchers provided feedback on how to design the upcoming steps.

Triangulation technique was adopted in the study by using a variety of data. By using quantitative data and qualitative data, the data could be crosschecked. On the other hand, triangulation allowed the enrichment of the information to understand the study context (Erlandson et al., 1993). The final technique for credibility was referential adequacy material. All the data collected prior to and during study was archived for later utilization. Among these materials, there were memos, syllabi of offered courses on

multicultural agenda in teacher education institutions, handouts from seminars and the data collected from participants.

For the transferability of the study, the context of the study and the interpretation of the results were explained in details. The social context of Austria and Vienna, teacher education in Austria, details about the data provider institutions, the definitions of terms to understand the interpretation of the results are thickly described to allow the transferability of the study to another context (Stufflebeam, Madaus, & Kellaghan, 2000). On the other hand, data were collected from settings that represent four types of teacher education institutions in Austria. Therefore, due to the thick description of the study context, findings of this study can be transferred to a different study context.

For the dependability and confirmability, audit trial technique was used. With this technique, an auditor examined the study to see if the study process and study findings were dependable and confirmable (Erlandson et al., 1993). An auditor was provided with materials of the study to determine how dependable study is. The auditor was a university professor in educational sciences and an expert on educational research. The researcher provided the auditor with documents compiled prior to study as well as the data compiled during the study. Documents on demographics of Austria and documents on the details of teacher education and teacher education institutions in Austria were offered to the auditor in the audit file. Moreover, reports on how the raw data were reduced, peer debriefing notes, reports on data analysis were in the file that the researcher handed to the auditor for determination of the trustworthiness of the study.

3.8. Data Collection Procedure

The data of the study were collected during fall semester of 2012-2013 Academic year in Vienna, Austria. The researcher conducted this study as an exchange student based on ERASMUS partnership between Middle East Technical University and University of Vienna.

The data collection started in the mid of November 2012. After the expert validation for the last version of the questionnaire, the instrument was sent to university professors who had agreed to collaborate in the study. Then the most suitable time for data collection was determined.

The data collector was the researcher and data collector was present during data collection. Before the data collection day, co-operative professors had already informed their students about the study and the questionnaire. Data collector visited classes on the agreed time according to agreed schedule. After a detailed explanation of the study, teacher candidates who want to participate were given the empty questionnaires and consent forms. The researcher asked participants whether they want to fill English or German version of the questionnaire. According to their choice, the questionnaires were distributed to the participants with a consent form. Participants put their names and their signatures on the consent forms and then handed them to the data collector. Consent forms and questionnaires were put in different envelopes to ensure anonymity and confidentiality. The data collection process started in the middle of November. Data collection went on in university, academy of fine arts and in teacher training college at the same time. These three institutions provided data from teacher candidates who would work in primary, lower secondary and upper secondary schools. However, reaching kindergarten teacher candidates took longer as educational institute for kindergarten pedagogy agreed to cooperate relatively later than other institutions. Data collection took five weeks in total starting from mid November until mid of January with a three week-Christmas break. At the end of the data collection period, there were 479 filled questioners to analyze. In total, 180 of the filled questionnaires were in German. However, some participants answered German open-ended questions in English while some participants answered English open-ended questions in German. On the other hand, some participants switched from English to German or from German to English while answering one question. Hence, it means that 180 participants read the questionnaire in German, but this number does not give the number of answers in

German. The translation of German answers on the open-ended questions is discussed in data analysis section in detail.

After each data-set collection, data collector checked the filled questionnaires to see which ones were eligible to use for the study. This eligibility check was necessary to identify the data received from target group. The study aimed to see the perceptions of teacher candidates who study in Austria not for a short time as the one of the concerns of the study was to see how effective teacher education programs are found by teacher candidates. Thus, having exchange students who were staying in Vienna for a short time was not appropriate for the aim of the study. To be able to identify exchange or visitor students, questions “Were you born in Austria? If No, In which year did you arrive in Austria?” and “At which institution are you studying teacher education?” helped. The final check was made to see if there were missing answers on the rating scale but none of the participants left a question unanswered on the rating scale. Totally 479 volunteer participants were surveyed. Exchange students were excluded and the total number of eligible questionnaires was found to be 468.

After eligible questionnaires were identified, each questionnaire was given a number. This preliminary eligibility analysis went on in parallel with data collection procedure. By the end of January, all usable data set had been ready to analyze.

Starting from the end of January, answers given to first two sections were typed in as statistical data on SPSS 20.0 Software. In the first section, the answers to background questions and in the second section, scores on the rating scale were transformed into numerical data for statistical analysis. The descriptive statistics about biographic variables of the participants and the inferential statistical analyses procedures are presented in Chapter 4 in detail.

3.9. Data Analysis

The study provided both quantitative and qualitative data to analyze. Different data analysis methods were adopted to analyze different types of data in this study. Data

analysis was conducted by using descriptive and inferential statistics as well as content analysis. Descriptive and inferential statistical analyses were performed by using Statistical Package of the Social Sciences Software (SPSS 20.0) while qualitative data were analyzed via content analysis.

Descriptive statistical analyses were run for demographics of participants. Among the demographic information, there were gender, age, whether participants is Austrian- born, whether the father of participant is Austrian-born, whether the mother of participant is Austrian-born, whether participant consider himself/herself as a person with migration background, the languages spoken in the families of participants, participants' grade in teacher education program, the teacher education institution that participants attend, the subject majors of the participants and finally whether participants have taken classes on multicultural agenda so far.

3.9.1. Quantitative Data Analysis

To answer the first and second research questions, quantitative data were used to run inferential statistical analyses. For the first research question, to find out the relationship between having migration background and knowledge level about the cultural diversity in Austria, independent sample *t*-test was performed. To find out the relationship between taking classes on multicultural agenda and knowledge level about the cultural diversity in Austria; and to find out the relationship between teacher education institution and knowledge level about the cultural diversity in Austria, one-way ANOVAs were performed.

For the second research question, to find out the relationship between having migration background and professional development level for teaching in culturally diverse classrooms, independent sample *t*-test was performed. To find out the relationship between taking classes on multicultural agenda and professional development level for teaching in culturally diverse classrooms; and to find out the

relationship between teacher education institution and professional development level for teaching in culturally diverse classrooms, one-way ANOVAs were performed.

Assumption checks were performed for the all statistical analyses. Independent observation, the normality of populations from which samples were selected and homogeneity of variances of the populations from which samples were selected were checked for each analysis separately. The results of assumption checks for statistical analyses are presented in the results section.

3.9.2. Qualitative Data Analysis

The data collected with open-ended questions of surveys were analyzed to get useful information to describe the situation of the research problem. The collected data was analyzed through content analysis that is a way of studying human communication in an indirect way (Fraenkel & Wallen, 2006). To compare the quantitative findings with qualitative findings, the qualitative data was “quantified” (Creswell, 2003, p.220). Qualitative data was converted to numbers by forming codes and counting how many times these codes occurred. For the qualitative data, the theory arose from the data during analysis process. In this study, categories and codes were not determined beforehand but they emerged during the data analysis.

For the data analysis of German answers, translation and interpretation was done. The answers in the form of only one-word, phrase or chunk was translated to English. The researcher prepared a list that shows which word is translated to which word. This helped to have consistency in translating and avoid using false synonymies. For the answers in sentence form, the researcher did translation for obvious content and interpretation for the content between lines. For the sentence-form answers, the researcher got help from a native German speaker who is instructor in university. The researcher and this instructor analyzed the sentence-form answers, interpreted and translated them into English. Later, the researcher coded the translated answers.

At the first step, all data were analyzed to identify the relevant and irrelevant answers to the questions. The researcher found several answers that were irrelevant to the open-ended questions. These answers were marked as useless for the aim of the study and they were not used during data analysis. After the relevance check of the open-ended answers, relevant data was located for analysis.

Before coding all the data a sample of 52 questionnaires was chosen randomly among the total 468 questionnaires. This 11 % of the data was chosen randomly by picking every ninth questionnaire in the sample. For the reliability check, the researcher coded the preliminary sample two times. The second time was two weeks later. This test-retest method was done to see how much the same coder agree on own coding over a certain period (Fraenkel & Wallen, 2006). The consistency between the first and second coding was checked. The consistency value between the first and the second coding was calculated for four questions separately. The highest consistency value was found for the second question (92.31%) while the lowest consistency value was found for the first question (83.58 %). The consistency value for the third question was 84.62 % while it was calculated as 85 % for the fourth question. All the consistency values between first and second coding done by the researcher were found to be above 80 %. Hence, the coding done by the researcher could be regarded as reliable according to Fraenkel & Wallen (2006). In the preliminary analysis, the researcher went through all data in the selected sample and formed the codes two times. However, this did not mean that the codes would not be merged, emerged or disappear in the further analysis. Codes were formulated from both manifest and latent content. That is to say, the frequency of obvious content, which were the words in the context of this study, were coded for the manifest content; and the underlying content of the collected data through interviews and observations were interpreted for latent content. Checking latent content against manifest content increased the validity of the content analysis.

On the other hand, an inter-coder analyzed the preliminary sample to check if content analysis is reliable and the codes formed are consistent with another coder. The

codes formulated by the researcher and by the inter-coder were compared. The inter-coder was an adjunct faculty in the department of journalism in University of Vienna. He had five years of experience in journalism and in qualitative research. The inter-coder coded the first preliminary sample to check if the codes formulated by the inter-coder and the researcher were consistent. The consistency between these two different coding was calculated for each question separately. The consistency value for the first question was found to be 67.16 % and it was calculated as 97.5 % for the second question. For the third question the consistency value was 82.98% and 83.33% for the fourth question. The agreement rate between two coders ensured the reliability of the analysis according to agreement values suggested by Lombard, Snyder-Duch and Bracken (2004). The consistency among the codes made it possible to validate the defined codes to have a more reliable analysis.

After reliable coding was set, the frequencies of the codes in the preliminary sample were tabulated. After all the preliminary data were coded, the researcher got feedback from an expert in the field. The expert went through all codes, sub-categories and categories. Then, the researcher and the expert discussed their agreement on them and they made some changes. The preliminary code list can be found in Appendix E.

Later the researcher went on coding the rest of the data. All the rest of the data were coded according to the codes formulated beforehand. However, during the analysis, there were some codes that emerged or combined with other codes. At the end of coding all data, all codes tabulated and listed under the relevant categories and sub-categories. The researcher got feedback from expert two times during data coding and one time after all data were coded. In the last feedback session, there was relatively less disagreement and the final codes, categories and sub-categories were agreed. The final code list can be found in Appendix F.

3.10. Limitations of the Study

In this study, there were some limitations regarding the participants and data collector characteristics. Firstly, the study was conducted in Austrian context with the requirements of a Turkish university. The home institution of the researcher required distributing a consent form prior to data collection. However, in the Austrian context, such a form was not familiar to the participants. From the ethical conduct, it was not a requirement in Austrian context to sign an individual consent paper. Writing their names and putting their signatures was not familiar to some participants. The requirement of consent form resulted in losing some participants, as some of them did not participate in the study not to sign such a form. They may have felt not secure to participate and as a result, some participants dropped the study.

The data collector characteristics may have had an impact on the participants, too. Research on multiculturalism conducted by an international researcher might have caused some concerns or some trustworthiness issues in qualitative responses of the participants. Knowing that the data collector is Turkish, some participants may have not written what they think of Turkish population in Austria. Having a non-Austrian data collector may have affected their answers and they may have not reflected what they think of people with migration background truly.

Another limitation may be the early life experience of the participants. Participants were asked about their preparedness for teaching in culturally diverse classrooms. However, their previous life experiences may have an effect on their preparedness level for teaching in culturally diverse classrooms. Their scores on rating scale may have not been caused by the teacher education they have taken so far. The seminars, conferences, jobs, family members or any other reason may have affected their scores on rating scale.

Finally, this study tried to explore the perceptions of teacher candidates. However, it would be necessary to contact novice teachers who are teaching in multicultural classes. Asking these novice graduates about their experiences with regard

to their preparation to teach in such classes would be complementary to the findings of this study.

CHAPTER 4

RESULTS

4.1. Demographics of Participants

In the study, descriptive statistical analyses were performed for the demographic information of the participants. In this part, descriptive statistics for gender, age, birthplace of participants and birthplace of parents of the participants, languages spoken in the families of participants, the grade of participants in teacher education, teacher education institution participants attend and subject majors of participants are presented. In this study, these demographics, except teacher education institution, were not used as variables but they are analyzed to have background information about the participants.

4.1.1. Gender

The participants of this study were teacher candidates studying in teacher education programs in four different institutions. The data were collected from both female and male teacher candidates ($N=468$). Almost one fifth of the participants were male participants ($n=93$, 19.9%), while the rest four fifth were female ($n=375$, 80.1%). The distribution of gender of the participants is displayed in Table 4.1.

Table 4.1

Frequency Distribution of Participants by Gender (N=468)

	<i>f</i>	<i>%</i>
Female	375	80.1
Male	93	19.9
Total	468	100

4.1.2. Age

Most of respondents were found to be at their early twenties. The age of the participants ranged from 17 to 49 and the mean of the age was found to be 23.56 ($SD=5.14$). Descriptive statistics and the frequency distribution for the age of the participants are presented in Table 4.2 and Figure 4.1 below.

Table 4.2

Descriptive Statistics for Age of Participants (N=468)

Statistics	
Mean	23.56
SD	5.14
Variance	32
Range	26.38

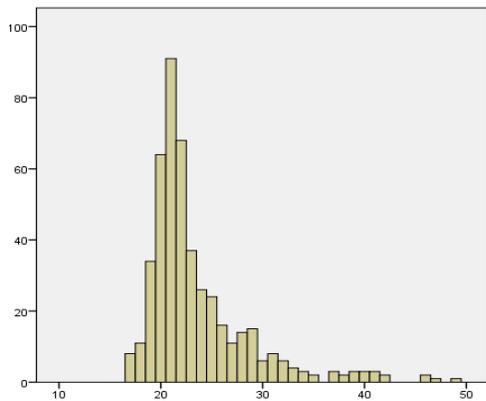


Figure 4.1 Frequency Distribution of Participants' Age

4.1.3. Birthplace

Participants were also asked about their mothers', fathers' and their own place of birth. Firstly, the birthplace of participants was asked. The majority of all participants are Austrian born ($n=418$, 89.3 %) while 10.7 % of all participants are non-Austrian

born ($n=50$). The distribution of the birthplace of participants is displayed in Table 4.3 below.

Table 4.3

Frequency Distribution of Participants' Birthplace (N=468)

	<i>f</i>	%
Austrian born	418	89.3
Non-Austrian born	50	10.7
Total	468	100

After their own birthplace, participants were asked about the birthplace of their fathers. The results showed that the majority of participants have Austrian-born fathers ($n=377$, 80.6 %) while 19.4 % of participants have non-Austrian born fathers ($n=91$). The frequency distribution of the birthplace of participants' fathers is displayed in Table 4.4 below.

Table 4.4

Frequency Distribution of Participants' Fathers' Birthplace (N=468)

	<i>f</i>	%
Austrian born fathers	377	80.6
Non-Austrian born fathers	91	19.4
Total	468	100

Participants also answered the question regarding the birthplace of their mothers. The majority of all participants have Austrian born mothers ($n=379$, 81%) while 19% of participants have non-Austrian born mothers ($n=89$).

The frequency distribution of the birthplace of participants' mothers is displayed in Table 4.5 below.

Table 4.5

Frequency Distribution of Participants' Mothers' Birthplace (N=468)

	<i>f</i>	%
Austrian born mothers	379	81
Non-Austrian born mothers	89	19
Total	468	100

4.1.4. Languages Spoken in the Families

Participants of the study were asked about the languages they speak within their families to see the percentage of multilingual participants. Forty-six of the participants picked two languages and the rest 422 of them picked only one language. Thus, rather than the percentages, response rates to this question are given. It was found that German is the most spoken language within families of participants. The majority of the all responses is German ($f=434$, 84.44 %) while 15.56 % of all responses is a language other than German ($f=80$). The distribution of languages spoken in the families of participants is displayed in Table 4.6 below.

Table 4.6

Frequency Distribution of Languages Spoken in Participants' Families (f=514)

	Response Rate	%
German	434	84.44
Non-German	80	15.56
Total	514	100

f: the total response rate for the languages spoken in the family

4.1.5. Grade in Teacher Education

The standard duration of teacher education programs in the teacher-training colleges and the academy of fine arts is 3 years, five years in educational institute for kindergarten pedagogy, while it is 4.5 years in the university. To see the range of the academic career of the participants, the participants of the study were asked for how many years they have been attending teacher education program. Data showed that grades in teacher education ranges from 1 to 7 and the mean was found to be 2.41 ($SD=1.14$). Almost one fifth of participants are in their first year of teacher education ($n=99$, 21.2%). While 36.8 % of participants are in their second year in teacher education ($n=172$), 30.6 % of participants are in their third year of teacher education ($n=143$). While 4.9 % of participants are in their fourth year ($n=23$), 5.3 % of them are in their fifth year of teacher education ($n=25$). Finally, 0.4 % of the participants are in the sixth year of teacher education ($n=2$) while the rest 0.9 % are in their seventh year of teacher education ($n=4$). The frequency distribution of the grades in teacher education are displayed in Table 4.7 below.

Table 4.7

Frequency Distribution of Grades in Teacher Education (N=468)

	<i>f</i>	%
First Year	99	21.2
Second Year	172	36.8
Third Year	143	30.6
Fourth Year	23	4.9
Fifth Year +	31	6.6
Total	468	100

Fifth Year +: Fifth year, sixth year and seventh year students

The descriptive statistics of the grades in teacher education are displayed in Table 4.8 below.

Table 4.8

Descriptive Statistics for Grades in Teacher Education (N=468)

Statistics	
Mean	2.41
SD	1.14
Variance	1.31
Range	6

4.1.6. Teacher Education Institution

The data were collected from four different teacher education institutions. The results showed that, the majority of participants are studying at the university while the minority is studying at the educational institute for kindergarten pedagogy. The results showed that almost half of the participants study in university ($n=238$, 50.9 %) while 38 % of participants study in teacher-training college ($n=178$). While 7.9 % of participants study in academy of fine arts ($n=37$), 3.2 % of participants study in educational institute for kindergarten pedagogy ($n=15$). The distribution of teacher education institution of participants is displayed in Table 4.9 below.

Table 4.9

Frequency Distribution of Teacher Education Institution (N=468)

	<i>f</i>	%
University	238	50.9
Teacher-Training College	178	38
Academy of Fine Arts	37	7.9
BAKIP	15	3.2
Total	468	100

BAKIP: Educational institute for kindergarten pedagogy

4.1.7. Subject Majors

The subject majors that participants will teach in their future career are also asked in the study. Apart from primary school teachers and kindergarten teachers, all the other subjects can be combined with another subject. Teacher candidates studying in university, teacher-training college and academy of fine arts have the possibility to study under the dual system. They can declare more than one subject major to teach. Due to this dual system, the total response rate to that question reached 756. It was seen that the majority of participants are distributed among primary school, German, history and English subjects. On the other hand, less than 10 participants marked some certain subject majors. Among these subjects, there are Technical Work, Textile Arts Education, Contextual Design, Chemistry, Greek, Nutrition, Russian, Hungarian, B/K/S (Bosnian/Croatian/Serbian), Czech, Computer Science, and Special Education. Hence, for this descriptive statistical analysis, percentages were calculated for the total response rate. The distribution of response rates about subject majors is displayed in Table 4.10 below.

Table 4.10

Frequency Distribution of Subject Majors of Participants (N=756)

	Response Rate	%
Primary School	132	17.5
German	104	13.8
History	103	13.6
English	93	12.3
Philosophy / Psychology	60	7.9
Art Education	43	7.1
Sport	28	3.7
Mathematics	24	3.0
French	17	2.2
Kindergarten	15	1.9

Table 4.10 (continued)

	Response Rate	%
Latin	15	1.9
Biology	13	1.7
Spanish	13	1.7
Italian	10	1.3
Religion	10	1.3
Physics	7	0.9
Chemistry	5	0.7
Greek	3	0.4
Nutrition	3	0.27
Russian	2	0.27
Hungarian	1	0.13
B/K/S	1	0.13
Czech	1	0.13
Computer Science	1	0.13
Special Education	1	0.13
Total	756	100

N: All participants that are likely to teach two majors based on dual system

4.2. Results for Research Questions

This study aimed to answer the following research questions;

1. Is there a relationship between teacher candidates' self-reported knowledge level of cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?

2. Is there a relationship between teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution they attend?

3. How do teacher candidates perceive their preparedness level with regard to teaching in culturally diverse classrooms?
 - a. How do teacher candidates perceive their strengths with regard to teaching in culturally diverse classrooms?
 - b. How do teacher candidates perceive their needs with regard to teaching in culturally diverse classrooms?
 - c. How do teacher candidates foresee their future teaching experiences in culturally diverse classrooms?

4. What are teacher candidates' suggestions to teacher education programs with regard to building preparedness for teaching in culturally diverse classrooms?

To answer the research questions different analyses were conducted in this study. For the research question 1 and 2, the results come from inferential statistical and descriptive statistical analyses. For the research questions 3, the results come from descriptive statistics and content analysis. Finally, for research question four, the results come from content analysis. The analyses performed and the results of these analyses are presented in this section in the same order with the research questions.

4.2.1. Results for Research Question 1

For the first research question, there were three sub-dimensions. Different analyses were performed for the sub-dimension and the results were combined to answer the first research question. The first sub-dimension was asked to find out the relationship between having migration background and knowledge level about the cultural diversity in Austria. The second sub-dimension was asked to find out the relationship between taking classes on multicultural agenda and knowledge level about the cultural diversity in Austria. Finally, the third sub-dimension was asked to find out the relationship between teacher education institution and knowledge level about the cultural diversity in Austria. The research question was located as;

“Is there a relationship between teacher candidates’ self-reported knowledge level of cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution?”

4.2.1.1. Having Migration Background

In this study, to locate the relationship between having migration background and the knowledge level about the cultural diversity was a concern for the first research question. To have background information about the participants, birthplace of participants, participants’ fathers and participants’ mothers were asked. However, birthplace was not considered to give valid information about migration background as birthplace may be affected by a variety of reasons apart from migration. Hence, in the study a question was generated to see how many participants consider himself or herself as a person with migration background. It was found that the majority of the participants do not consider themselves as a person with migration background ($n=401$, 85.7 %) while 14.3 % of all the participants reported that they consider themselves as a person with migration background ($n=67$). This number was used to show the number of participants having migration background for the all analyses run for the research questions. On the other hand, the results showed that the number of participants who feel migration background was higher than the number of participants who were not born in Austria. The distribution of self-consideration of participants with regard to migration background is displayed in Table 4.11.

Table 4.11

Frequency Distribution of Participants’ Consideration With Regard to Migration Background (N=468)

	<i>f</i>	<i>%</i>
Consider non-immigrant	401	85.7
Consider immigrant	67	14.3
Total	468	100

However, to see which participants consider himself or herself as a person with migration background, further analysis was conducted. It was seen that among the participants who feel as a person with migration background there were participants having only one non-Austrian born parent or both non-Austrian parents as well as both Austrian born participants. The participants who said they feel as a person with migration background differ with regard to their own birthplace and the birthplace of their parents. The frequency distribution of the participants who feel as a person with migration background is presented with regard to their own, their mothers' and their fathers' birthplace in Table 4.12 below.

Table 4.12

Frequency Distribution of Participants who Feel Migration Background With Regard to Their own, Their Mothers' and Their Father's Birthplace (N=468)

Participant	Father	Mother	f_1	f_2	%
Austrian born	Austrian born	Austrian born	360	4	1.11
Austrian born	Non-Austrian born	Non-Austrian born	26	22	84.62
Austrian born	Non-Austrian born	Austrian born	16	3	18.75
Austrian born	Austrian born	Non-Austrian born	16	7	43.75
Non-Austrian born	Non-Austrian born	Non-Austrian born	46	31	67.39
Non-Austrian born	Non-Austrian born	Austrian born	3	0	0
Non-Austrian born	Austrian born	Non-Austrian born	1	0	0
Total			468	67	14.3

f_1 : the frequency of participants according to their own and their parents' birthplace

f_2 : the frequency of participants who consider themselves with migration background

%: the percentage of participants feeling with migration background to the frequency of participants according to their own and their parents' birthplace.

With regard to the first research question “Is there a relationship between teacher candidates' self-reported knowledge level about cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution?”, the study aimed to reveal the relationship between having

migration background and the knowledge level about the cultural diversity in Austria. Independent sample *t*-test was performed to make inferences about the target population by looking at the data provided by the sample of this study ($N=468$) on this aspect.

Self-consideration with regard to migration background formed two groups, the ones who said “yes” and the ones who said “no”. As there were two levels of independent variable, independent sample *t*-test was chosen as the statistical analysis. The dependent variable was the score on knowledge level about the cultural diversity in Austria. The statistical decision criteria for the tests performed was determined as .05. The details for the test run are provided in the following part.

Assumption Check for Independent Sample T-test for Migration Background

To see if the tests performed violate any assumptions of independent sample *t*-test, assumption checks were performed for the test. Assumptions for independent observation, the normality of populations from which samples were selected and homogeneity of variances of the populations from which samples were selected were checked for each analysis (Green & Salkind, 2004).

Independent observation is assumed for the test performed. As the participants filled the questionnaires independent of each other, the assumption of independent observation is regarded.

The second assumption check was to see if the populations of samples are normally distributed. For the independent sample *t*-test, Skewness and Kurtosis tests, histograms, stem-and-leaf plots, P-P plots and Q-Q plots of the dependent variable (score on questions on rating scale) at each level of the independent variable (having migration background) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. Normality was not violated according to the results of Skewness and Kurtosis test and the visual examination of histograms, stem-and-leaf, P-P and Q-Q plots. However, significance values found by normality tests Kolmogorov-Smirnov violated normality

($p < .05$) in two levels of independent variable. On the other hand, Shapiro –Wilk test violated normality in one level of independent variable (no) ($p < .05$). However, as the sample size is large ($N=468$) and Skewness and Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

The third assumption check was to see if the populations of samples have the equal variances. Assumption of homogeneity of variance test (Levene’s test) was run for independent sample t -test and the result did not show the equality of variances among the levels of each independent variable ($p < .05$). Hence, the t value of “equal variances not assumed” is reported with adjusted df .

Results of Independent Sample T-test for Migration Background

An independent sample t -test was run to find out the relationship between having migration background and knowledge level about cultural diversity in Austria. The results indicated that having migration background increased the knowledge level about cultural diversity in Austria. Teacher candidates who have a migration background ($M=3.41$, $SD=.78$) and who do not have a migration background ($M=3.12$, $SD=.60$) differed significantly on their knowledge level about cultural diversity in Austria; $t(79.864) = 2.86$, $p < .05$, $\eta^2 = .024$. The results of the performed t -test are presented in Table 4.13 below.

Table 4.13

Independent Sample T-test Summary for Migration Background (N=468)

	<i>Yes</i>	<i>No</i>			
	<i>M</i>	<i>M</i>	<i>t</i>	<i>df</i>	η^2
Knowledge level	3.41	3.12	2.86 *	79.864	.024

* $p < .05$

Yes: Feeling as a person with migration background

No: Not feeling as a person with migration background

Knowledge level: Knowledge level about cultural diversity in Austria

As significant difference was found between the means, to measure the magnitude of the mean difference partial eta squared was calculated for the independent sample *t*-test. It was found that 2.4% of the variance in knowledge level about cultural diversity in Austria was accounted by the difference of having migration background or not.

4.2.1.2. Taking Classes on Multicultural Agenda

Another sub-dimension of the first research question was to find out the relationship between taking classes on multicultural agenda and knowledge level about cultural diversity in Austria. For this concern, participants were asked if they have taken classes on multicultural agenda so far. The question was stated in the survey instrument as “So far, have you taken course(s) that address issues such as multiculturalism, multilingualism or migration?” There were three options to that question; “Yes, courses that had these issues as a main topic”, “Somewhat, courses that had these issues a little bit” and “No”. The first option “Yes, courses that had these issues as a main topic” was chosen by 91 participants and the second option “Somewhat, courses that had these issues a little bit” was chosen by 191 participants. Finally, the third option “No” was chosen by 186 participants. Frequency distribution of responses to that question is presented in Table 4.14 below.

Table 4.14

Frequency Distribution of Classes Taken so far on Multicultural Agenda (N=468)

	<i>f</i>	<i>%</i>
Yes	91	19.4
Somewhat	191	40.8
No	186	39.7
Total	468	100

With regard to the first research question “Is there a relationship between teacher candidates’ self-reported knowledge level about cultural diversity in Austria and having migration background, taking classes on multicultural agenda and type of teacher education institution?”, the study was concerned to locate the relationship between taking classes on multicultural agenda and knowledge level about cultural diversity in Austria. A one-way ANOVA was performed to make inferences about the population by looking at the data provided by the sample of this study ($N=468$) on this aspect.

Taking classes on multicultural agenda formed three groups, the ones who said “yes”, the ones who said “somewhat” and the ones who said “no”. As there were three levels of independent variable, one-way ANOVA was chosen as the statistical analysis. The dependent variable was the score on knowledge level about the cultural diversity in Austria. The statistical decision criteria for the tests performed was determined as .05. The details for the each test run are provided in the following part.

Assumption Check for One-way ANOVA for Taking Classes

Assumption of independent observation can be assumed for the ANOVA performed as the participants filled the questionnaires independent of each other.

To see if the populations of samples are normally distributed, for the one-way ANOVA, Skewness and Kurtosis tests, histograms, stem and leaf plots, P-P plots and Q-Q plots of the dependent variable (knowledge level about cultural diversity in Austria) at each level of the independent variable (yes, somewhat, no) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. For the performed ANOVA, normality was not violated according to results of Skewness and Kurtosis tests and visual examination of histograms, stem and leaf plots, P-P plots, Q-Q plots ($p>.05$). However, significance values found by normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) violated normality ($p<.05$) in three levels of the independent variable (yes, somewhat, no). As the

sample size is large ($N=468$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

To see if the populations of samples have equal variances, assumption of homogeneity was checked. Homogeneity variance test (Levene's test) was run for the ANOVA and the tests showed the equality of variances among the levels of each independent variable ($p>.05$). Hence, the homogeneity of variance assumption is not violated for the ANOVA performed.

Results of One-way ANOVA for Taking Classes

A one-way ANOVA was performed to find out the relationship between taking classes on multicultural agenda and knowledge level about cultural diversity in Austria.

The results indicated that teacher candidates who took classes regarding multicultural agenda ($M=3.29$, $SD=.60$), who took classes on multicultural agenda somewhat ($M=3.16$, $SD=.63$) and who did not ($M=3.10$, $SD=.66$) did not differ with respect to their knowledge level about cultural diversity in Austria; $F(2, 465) = 2.60$, $p >.05$, *ns*. The summary of ANOVA results is presented in Table 4.15 below.

Table 4.15

One-Way ANOVA Summary for Taking Classes (N=468)

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Between groups	2.10	2	1.05	2.60*
Within groups	187.77	465	.40	
Total	189.89	467		

* $p>.05$

By interpreting the results, it is seen that taking classes on multicultural agenda did not create an increase in the knowledge level of teacher candidates about cultural diversity in Austria.

4.2.1.3. Teacher Education Institution

The third sub-dimension of the first research question was to find out the relationship between type of teacher education institution and knowledge level about cultural diversity in Austria. For this concern, a one-way ANOVA was run. In the performed ANOVA independent variable was teacher education institution with four categorical levels (university, teacher-training college, academy of fine arts and educational institute for kindergarten pedagogy). The dependent variable was knowledge level about cultural diversity in Austria which was the first factor in the scale. The statistical decision criteria for the tests performed was determined as .05.

The participants are distributed among four teacher education institutions in this study. The results showed that almost half of the participants study in the data provider university ($n=238$, 50.9%) while 38 % of participants study in teacher-training college ($n=178$). While 7.9 % of participants study in academy of fine arts ($n=37$), 3.2 % of participants study in educational institute for kindergarten pedagogy ($n=15$). The distribution of teacher education institution of participants is displayed in Table 4.16.

Table 4.16
Frequency Distribution of Teacher Education Institution (N=468)

	<i>f</i>	%
University	238	50.9
Teacher-Training College	178	38
Academy of Fine Arts	37	7.9
BAKIP	15	3.2
Total	468	100

BAKIP: Educational institute for kindergarten pedagogy

Assumption Check for One-way ANOVA for Teacher Education Institution

Assumption of independent observation can be assumed for the ANOVA performed as the participants filled the questionnaires independent of each other.

Next, to see if the populations of samples are normally distributed, for the one-way ANOVA, Skewness and Kurtosis tests, histograms, stem and leaf plots, P-P plots and Q-Q plots of the dependent variable (knowledge level about cultural diversity in Austria) at each level of the independent variable (university, teacher-training college, academy of fine arts, educational institute for kindergarten pedagogy) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. For the performed ANOVA, normality was not violated according to results of Skewness and Kurtosis tests and visual examination of histograms, stem and leaf plots, P-P plots, Q-Q plots ($p > .05$). Values found by normality tests Kolmogorov-Smirnov violated normality ($p < .05$) in the four levels of the independent variable (university, teacher-training college, academy of fine arts, educational institute for kindergarten pedagogy). On the other hand, significance values found by normality test Shapiro- Wilk violated normality in three levels of the independent variable (university, teacher-training college, academy of fine arts). As the sample size is large ($N=468$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

To see if the populations of samples have equal variances, assumption of homogeneity was checked. Homogeneity variance test (Levene's test) was run for the ANOVA and the tests showed the equality of variances among the levels of each independent variable ($p > .05$). Hence, the homogeneity of variance assumption is not violated for the ANOVA performed.

Results of One-way ANOVA for Teacher Education Institution

A one-way ANOVA was performed to find out the relationship between teacher education institution and knowledge level about cultural diversity in Austria.

The results indicated that teacher candidates who study in university ($M=3.24$, $SD=.59$), teacher candidates who study in teacher-training college ($M=3.04$, $SD=.66$), teacher candidates who study in academy of fine arts ($M=3.32$, $SD=.74$) and teacher

candidates who study in educational institute for kindergarten pedagogy ($M=3.11$, $SD=.56$) differed with respect to their knowledge level about cultural diversity in Austria; $F(3, 464) = 4.04$, $p < .05$, $\eta^2 = .025$. The summary of ANOVA results is presented in Table 4.17 below.

Table 4.17

One-Way ANOVA Summary for Teacher Education Institution (N=468)

Source	SS	df	MS	F	η^2
Between groups	4.83	3	1.61	4.04*	.025
Within groups	185.06	464	.40		
Total	189.89	467			

* $p < .05$

As significant difference was found between the means to measure the magnitude of the mean difference, partial eta squared was calculated for this ANOVA. It was found that 2.5% of the variance in the knowledge about cultural diversity in Austria is accounted by the difference in the teacher education institution.

Moreover, as significant mean difference was found, Scheffe test was run as Post Hoc analysis. According to the results of Scheffe test, significant mean difference was located between teacher candidates who study in university ($M=3.24$, $SD=.59$) and teacher candidates who study in teacher-training college ($M=3.04$, $SD=.66$). It can be said that teacher candidates who study in university have significantly more knowledge about cultural diversity in Austria than teacher candidates who study in teacher-training college. However, teacher candidates who study in academy of fine arts and educational institute for kindergarten pedagogy did not differ with regard to their knowledge level about cultural diversity in Austria than teacher candidates who study in any other teacher education institutions. For the mean plot of this analysis, see Appendix G.

4.2.2. Results for Research Question 2

For the second research question, there were three sub-dimensions to answer. Different analyses were performed for each sub-dimension and the results were combined to answer the second research question. The first sub-dimension was asked to find out the relationship between having migration background and teacher candidates' self-reported professional development level of teacher candidates for teaching in culturally diverse classrooms. The second sub-dimension was asked to find out the relationship between taking classes on multicultural agenda and teacher candidates' self-reported professional development level of teacher candidates for teaching in culturally diverse classrooms. Finally, the third sub-dimension was asked to find out the relationship between type of teacher education institution and teacher candidates' self-reported professional development level of teacher candidates for teaching in culturally diverse classrooms. The research question was located as;

Is there a relationship between teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution?

4.2.2.1. Having Migration Background

In this study, to locate the relationship between having migration background and teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms was a concern for the second research question. As it is explained in the results of the first research question, birthplace of participants, participants' fathers and participants' mothers were asked. However, birthplace was not considered to give valid information about migration background. Hence, in the study a question was generated to see how many participants see himself or herself as a person with migration background. The results indicated that the number of participants who feel having migration background was higher than the number of participants who were

not born in Austria. It was found that the majority of the participants do not consider themselves as a person with migration background ($n=401$, 85.7%) while 14.3 % of all the participants reported that they consider themselves as a person with migration background ($n=67$). This number was used to show the number of participants with having migration background for the all analyses run for the research questions. The distribution of self-consideration of participants with regard to migration background is displayed in Table 4.18 below.

Table 4.18

Frequency Distribution of Participants' Consideration With Migration Background (N=468)

	<i>f</i>	<i>%</i>
Consider non-immigrant	401	85.7
Consider immigrant	67	14.3
Total	468	100

For the second research question “Is there a relationship between teacher candidates’ self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution?”, the study was concerned to find out the relationship between having migration background and teacher candidates’ self-reported professional development level for teaching in culturally diverse groups. Inferential statistical analysis independent sample *t*-test was run to make inferences about the target population by looking at the data provided by the sample of this study ($N=468$) on this aspect.

Having migration background formed two groups, the ones who said “yes” and the ones who said “no”. As there were two categorical levels of independent variable, independent sample *t*-test was chosen as the statistical analysis. The dependent variable was the score on professional development level for teaching in culturally diverse

classrooms. The statistical decision criteria for the tests performed was determined as .05. The details for the test run are provided in the following part.

Assumption Check for Independent Sample T-test for Migration Background

To see if the tests run violate any assumptions of independent sample *t*-test, various assumption checks were performed for the test. Assumptions of independent observation, the normality of populations from which samples were selected and homogeneity of variances of the populations from which samples were selected were checked (Green & Salkind, 2004).

For the test performed, independent observation is assumed as the participants filled the questionnaires independent of each other; the assumption of independent observation is regarded.

The second assumption check was to find out if the populations of samples are normally distributed. For the independent sample *t*-test, Skewness and Kurtosis tests, histograms, stem-and-leaf plots, P-P plots and Q-Q plots of the dependent variable (self-reported professional development level) at each level of the independent variable (having migration background) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. Normality was not violated according to Skewness and Kurtosis tests and the visual examination of histograms, stem-and-leaf, P-P, Q-Q plots ($p > .05$). However, values found by normality tests Kolmogorov-Smirnov and Shapiro- Wilk violated normality ($p < .05$) in one level of independent variable (not having migration background). However, as the sample size is large ($N=468$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

The third assumption check was to see if the populations of samples have the equal variances. Assumption of homogeneity of variance test (Levene's test) was run for

independent sample *t*-test and the result showed the equality of variances among the levels of each independent variable ($p>.05$).

Results of Independent Sample T-test for Migration Background

An independent sample *t*-test was run to find out the relationship between having migration background and professional development level for teaching in culturally diverse classrooms.

The results indicated that that having migration background does not increase the self-reported professional development level for teaching in culturally diverse classrooms. Teacher candidates who have migration background ($M=3.13, SD=.87$) and who do not have migration background ($M=3.06, SD=.72$) did not differ on their professional development level for teaching in culturally diverse classrooms; $t(466) = .72, p>.05, ns$. The results of the *t*-test are presented in Table 4.19 below.

Table 4.19

Independent Sample T-test Summary for Migration Background (N=468)

	<i>Yes</i>	<i>No</i>		
	<i>M</i>	<i>M</i>	<i>t</i>	<i>df</i>
Professional development level	3.13	3.06	.72 *	466

* $p>.05$

Yes: Feeling as a person with migration background

No: Not feeling as a person with migration background

Professional development level: self-reported professional development level for teaching in culturally diverse classrooms

As significant difference was not found between the means, it can be said that having migration background did not create a significant effect on the professional development level of teacher candidates for teaching in culturally diverse classrooms.

4.2.2.2. Taking Classes on Multicultural Agenda

Another concern of the second research question was to find out the relationship between taking classes on multicultural agenda and self-reported professional development level of teacher candidates for teaching in culturally diverse classrooms. For this concern, participants were asked if they have taken classes on multicultural agenda so far in their teacher education. The question was “So far, have you taken course(s) that address issues such as multiculturalism, multilingualism or migration?” There were three options to that question; “Yes, courses that had these issues as a main topic”, “Somewhat, courses that had these issues a little bit” and “No”. The first option “Yes, courses that had these issues as a main topic” was chosen by 91 participants and the second option “Somewhat, courses that had these issues a little bit” was chosen by 191 participants. Finally, the third option “No” was chosen by 186 participants. Frequency distribution of responses to that question is presented in Table 4.20 below.

Table 4.20

Frequency Distribution of Responses to Classes on Multicultural Agenda (N=468)

	<i>f</i>	<i>%</i>
Yes	91	19.4
Somewhat	191	40.8
No	186	39.7
Total	468	100

With regard to the second research question “Is there a relationship between teacher candidates’ self-reported professional development level for teaching in culturally diverse classrooms and having migration background, taking classes on multicultural agenda and type of teacher education institution?”, the study was concerned to locate the relationship between taking classes on multicultural agenda and

teacher candidates' self-reported professional development level for teaching in culturally diverse classrooms. A one-way ANOVA was performed to make inferences about the target population by looking at the data provided by the sample of this study ($N=468$) on this aspect.

Taking classes on multicultural agenda formed three groups, the ones who said “yes”, the ones who said “somewhat” and the ones who said “no”. As there were three categorical levels of independent variable, one-way ANOVA was chosen as the statistical analysis to run. The dependent variable was professional development level for teaching in culturally diverse classrooms. The statistical decision criteria for the tests performed was determined as .05. The details for the each test run are provided in the following part.

Assumption Check for One-way ANOVA for Taking Classes

Various assumption checks were performed to see if the tests run violate any assumptions of independent sample t -test. Assumptions of independent observation, the normality of populations from which samples were selected and homogeneity of variances of the populations from which samples were selected were checked (Green & Salkind, 2004).

For the independent sample t -test performed, independent observation is assumed as the participants filled the questionnaires independent of each other; the assumption of independent observation is regarded.

The second assumption check was performed to find out if the populations of samples are normally distributed. For the independent sample t -test, Skewness and Kurtosis tests, histograms, stem-and-leaf plots, P-P plots and Q-Q plots of the dependent variable (self-reported professional development level) at each level of the independent variable (taking classes on multicultural agenda, taking classes on multicultural agenda somewhat and not taking classes on multicultural agenda) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov -

Simirnov and Shapiro – Wilk tests. Normality was not violated according to results of Skewness and Kurtosis tests and the visual examination of histograms, stem-and-leaf plots, P-P plot and Q-Q plots. Significance values found by normality tests Kolmogorov-Smirnov violated normality ($p < .05$) in one level of independent variable (taking classes on multicultural agenda somewhat). On the other hand, significance values found by normality test Shapiro-Wilk violated normality ($p < .05$) one level of independent variable (not taking classes on multicultural agenda). However, as the sample size is large ($N=468$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

The third assumption check was to see if the populations of samples have the equal variances. Assumption of homogeneity of variance test (Levene's test) was run for independent sample t -test and the result showed the equality of variances among the levels of each independent variable ($p > .05$).

Results of One-way ANOVA for Taking Classes

One-way ANOVA was performed to locate the relationship between taking classes on multicultural agenda and self-reported professional development level of teacher candidates for teaching in culturally diverse classrooms.

The results indicated that teacher candidates who have taken classes on multicultural agenda ($M=3.30$, $SD=.71$), teacher candidates who have taken classes on multicultural agenda somewhat ($M=3.10$, $SD=.72$) and teacher candidates who have not taken classes on multicultural agenda ($M=2.92$, $SD=.74$) differed with respect to their self-reported professional development level for teaching in culturally diverse classrooms; $F(2, 465) = 8.45$, $p < .05$, $\eta^2 = .035$. The summary of ANOVA is presented in Table 4.21.

Table 4.21

One-Way ANOVA Summary for Taking Classes (N=468)

Source	SS	df	MS	F	η^2
Between groups	8.96	2	4.48	8.45*	.035
Within groups	246.45	465	.53		
Total	255.41	467			

* $p < .05$

As significant mean difference was found, to measure the magnitude of the mean difference, partial eta squared was calculated for this ANOVA. It was found that 3.5% of the variance in self-reported professional development level for teaching in culturally diverse classrooms is accounted by the difference in taking classes on multicultural agenda.

Moreover, as significant mean difference was found, Scheffe test was run as Post Hoc analysis to locate the mean difference between levels of independent variable. According to the results of Scheffe test, significant mean difference was located between teacher candidates who have taken classes on multicultural agenda ($M=3.30$, $SD=.71$) and teacher candidates who have not taken classes on multicultural agenda ($M=2.92$, $SD=.74$). On the other hand, significant mean difference was located between teacher candidates who have taken classes on multicultural agenda somewhat ($M=3.10$, $SD=.72$) and teacher candidates who have not taken classes on multicultural agenda ($M=2.92$, $SD=.74$).

It can be said that teacher candidates who have not taken classes on multicultural agenda were less prepared for teaching culturally diverse classrooms than teacher candidates who have taken classes on multicultural agenda and who have taken classes on multicultural agenda somewhat. For the mean plot of this analysis, see Appendix G.

4.2.2.3. Teacher Education Institution

The third and final sub-dimension of the second research question was to find out the relationship between teacher education institution and self-reported professional development level for teaching in culturally diverse classrooms. For this concern, a one-way ANOVA was performed. In the performed ANOVA independent variable was teacher education institution with four categorical levels (university, teacher-training college, academy of fine arts and educational institute for kindergarten pedagogy). The dependent variable was self-reported professional development level for teaching in culturally diverse classrooms which was the second factor in the scale. The statistical decision criteria for the tests performed was determined as .05.

The participants are distributed among four teacher education institutions in this study. It was found that almost half of the participants study in the data provider university ($n=238$, 50.9%) while 38 % of participants study in teacher-training college ($n=178$). While 7.9% of participants study in academy of fine arts ($n=37$), 3.2% of participants study in educational institute for kindergarten pedagogy ($n=15$). The distribution of teacher education institution of participants is displayed in Table 4.22 below.

Table 4.22

Frequency Distribution of Teacher Education Institution (N=468)

	<i>f</i>	<i>%</i>
University	238	50.9
Teacher-Training College	178	38
Academy of Fine Arts	37	7.9
BAKIP	15	3.2
Total	468	100

BAKIP: Educational institute for kindergarten pedagogy

Assumption Check for One-way ANOVA for Teacher Education Institution

Various assumption checks were run to see if the performed test violates any assumptions of independent sample *t*-test. Assumptions of independent observation, the normality of populations from which samples were selected and homogeneity of variances of the populations from which samples were selected were checked (Green & Salkind, 2004).

Assumption of independent observation can be assumed for the ANOVA performed as the participants filled the questionnaires independent of each other.

The second assumption check was to see if the populations of samples are normally distributed. Skewness and Kurtosis tests, histograms, stem and leaf plots, P-P plots and Q-Q plots of the dependent variable (professional development level for teaching in culturally diverse classrooms) at each level of the independent variable (university, teacher-training college, academy of fine arts, educational institute for kindergarten pedagogy) were computed to examine the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. For the performed ANOVA, normality was not violated according to results of Skewness and Kurtosis tests ($p > .05$) and visual examination of histograms, stem and leaf plots, P-P plots, Q-Q plots. Significance values found by normality tests Kolmogorov-Smirnov violated normality ($p < .05$) in the two levels of the independent variable (university and educational institute for kindergarten pedagogy). On the other hand, significance values found by normality test Shapiro- Wilk violated normality in one of the independent variable (university). However, as the sample size is large ($N=468$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

The third assumption check was assumption of homogeneity. To see if the populations of samples have equal variances, assumption of homogeneity was checked. Homogeneity of variance test (Levene's test) was run for the ANOVA and the tests showed the equality of variances among the levels of each independent variable ($p > .05$).

Hence, the homogeneity of variance assumption is not violated for the ANOVA performed.

Results of One-way ANOVA for Teacher Education Institution

A one-way ANOVA was performed to find out the relationship between teacher education institution and self-reported professional development level for teaching in culturally diverse classrooms.

The results indicated that teacher candidates study in university ($M=3.00$, $SD=.72$), teacher candidates who study in teacher-training college ($M=3.16$, $SD=.73$), teacher candidates who study in academy of fine arts ($M=2.71$, $SD=.77$) and teacher candidates who study in educational institute for kindergarten pedagogy ($M=3.80$, $SD=.46$) differed with respect to their professional development level for teaching in culturally diverse classrooms; $F(3, 464) = 9.99$, $p < .05$, $\eta^2 = .061$. The summary of ANOVA results is presented in Table 4.23 below.

Table 4.23.

One-Way ANOVA Summary for Teacher Education Institution (N=468)

Source	SS	df	MS	F	η^2
Between groups	15.49	3	5.17	9.99*	.061
Within groups	239.91	464	.517		
Total	255.41	467			

* $p < .05$

As significant mean difference was found in this analysis, to measure the magnitude of the mean difference, partial eta squared was calculated for this ANOVA. It was found that 6.1 % of the variance in self-reported professional development level for

teaching in culturally diverse classrooms is accounted by the difference in teacher education institution.

Moreover, as significant mean difference was found, Scheffe test was run as Post Hoc analysis to locate the mean difference between levels of independent variable. According to the results of Scheffe test, teacher candidates who study in educational institute for kindergarten pedagogy ($M=3.80$, $SD=.46$) are significantly more prepared to teach in culturally diverse classrooms than teacher candidates who study in university ($M=3.00$, $SD=.72$), in teacher-training college ($M=3.16$, $SD=.73$) and teacher candidates who study in academy of fine arts ($M=2.71$, $SD=.77$). On the other hand, significant mean difference was located between teacher candidates who study in academy of fine arts and ($M=2.71$, $SD=.77$) and teacher candidates who study in teacher-training college ($M=3.16$, $SD=.73$). For the mean plot of this analysis, see Appendix G.

In the study, teacher candidates who study in educational institute for kindergarten pedagogy are all in their last year of teacher education. Hence, their professional development level for teaching in culturally diverse classrooms can be affected by their grade. As further analysis, educational institute for kindergarten pedagogy was excluded and a one-way ANOVA was run to find out if teacher candidates differ on their professional development level for teaching in culturally diverse classrooms with regard to teacher education institutions (university, teacher-training college and academy of fine arts).

Assumptions checks for independent observation, normality and homogeneity were performed for this analysis. Independent observation can be assumed for the performed ANOVA as participants filled the questionnaires independent of each other.

The second assumption check was to see if the populations of samples are normally distributed. Skewness and Kurtosis tests, histograms, stem and leaf plots, P-P plots and Q-Q plots of the dependent variable (professional development level for teaching in culturally diverse classrooms) at each level of the independent variable (university, teacher-training college, academy of fine arts,) were computed to examine

the normality assumption. In addition, the normality was also checked by Kolmogorov - Smirnov and Shapiro – Wilk tests. For the performed ANOVA, normality was not violated according to results of Skewness and Kurtosis tests and visual examination of histograms, stem and leaf plots, P-P plots, Q-Q plots ($p>.05$). Significance values found by normality tests Kolmogorov-Smirnov and Shapiro- Wilk violated normality ($p<.05$) in one level of the independent variable (university). However, as the sample size is large ($N=453$) and Skewness-Kurtosis values did not violate normality, assumption of normality could be regarded (Tabachnick & Fidell, 2001).

The third assumption check was assumption of homogeneity. To see if the populations of samples have equal variances, assumption of homogeneity was checked. Homogeneity variance test (Levene's test) was run for the ANOVA and the tests showed the equality of variances among the levels of each independent variable ($p>.05$). Hence, the homogeneity of variance assumption is not violated for the ANOVA performed.

Another one-way ANOVA was performed to find out the relationship between teacher education institution and self-reported professional development level for teaching in culturally diverse classrooms.

The results indicated that teacher candidates study in university ($M=3.00$, $SD=.72$), teacher candidates who study in teacher-training college ($M=3.16$, $SD=.73$) and teacher candidates who study in academy of fine arts ($M=2.71$, $SD=.77$) differed with respect to their professional development level for teaching in culturally diverse classrooms; $F(2, 450) = 6.81$, $p<.05$, $\eta^2=.029$. The summary of ANOVA results is presented in Table 4.24.

Table 4.24

One-Way ANOVA Summary for Teacher Education Institution (N=468)

Source	SS	df	MS	F	η^2
Between groups	7.17	2	3.59	6.81*	.029
Within groups	236	450	.53		
Total	244.17	452			

* $p < .05$

As significant mean difference was found in this analysis, to measure the magnitude of the mean difference, partial eta squared was calculated for this ANOVA. It was found that 2.9 % of the variance in self-reported professional development level for teaching in culturally diverse classrooms is accounted by the difference in teacher education institution.

In this analysis, as significant mean difference was found, Scheffe test was run as Post Hoc analysis to locate the mean difference between levels of independent variable. According to the results of Scheffe test, significant mean difference was located between teacher candidates who study in academy of fine arts and ($M=2.71, SD=.77$) and teacher candidates who study in teacher-training college ($M=3.16, SD=.73$). For the mean plot of this analysis, see Appendix G.

By looking at the results of two one-way ANOVAs performed, it is seen that teacher candidates differed in their professional development level for teaching in culturally diverse classrooms with regard to teacher education institution they are trained. The analyses showed that even when all senior teacher candidates in educational institute for kindergarten pedagogy were excluded, the other teacher candidates differed in their professional development with respect to in which teacher education institution they study. It is seen that teacher candidates who study in teacher-training college perceived their professional development level for teaching in culturally

diverse classrooms higher than teacher candidates who study in university and academy of fine arts. Teacher candidates who study in university reported their professional development level for teaching in culturally diverse classrooms at the second rank while teacher candidates who study in academy of fine arts reported their professional development level for teaching in culturally diverse classrooms as the lowest among the all participants in the study.

4.2.3. Results for Research Question 3

In the third research question, quantitative findings and qualitative findings were complemented to examine the this research question. The results on the rating scale and the answers given to open-ended questions were combined to answer this question. The research question and its sub-questions were constructed as;

How do teacher candidates perceive their preparedness level with regard to teaching in culturally diverse classrooms?

- a. How do teacher candidates perceive their strengths with regard to teaching in culturally diverse classrooms?
- b. How do teacher candidates perceive their needs with regard to teaching in a culturally diverse classroom?
- c. How do teacher candidates foresee their future teaching experiences in culturally diverse classrooms?

To find out how teacher candidates perceive their preparedness level for teaching in culturally diverse classrooms, the scores on the two factors “knowledge level about cultural diversity in Austria” and “professional development level for teaching in culturally diverse classrooms” and teacher candidates’ reporting with regard to their strengths and needs and their predictions for teaching in culturally diverse classrooms were combined. On the other hand, the scores of the items were analyzed for each factor on the scale one by one to see the perceptions of teacher candidates about their preparedness with regard to the total twelve items on the rating scale.

4.2.3.1. Results on Rating Scale

In the second part of the questionnaire, participants were asked to rate twelve different questions on 5-point Likert-Type scale. For the rating, 1 stands for very poor, 2 stands for poor, 3 stands of fair, 4 stands for good and 5 stands for very good.

According to the results of factor analysis, the twelve items on the rating scale were loaded on two factors. These factors were knowledge level about the cultural diversity in Austria ($n=3$) and professional development level for teaching in culturally diverse classrooms ($n=9$). The results for the factors on the rating scale showed that the scores on two factors pass the value of fair “3” slightly. The descriptive statistics of the scores on the first factor “knowledge level about cultural diversity in Austria” are presented below in Table 4.25. For the individual items on the scale, see Appendix B.

Table 4.25

Descriptive Statistics for Knowledge Level (N=468)

Statistics	
Mean	3.16
<i>SD</i>	.64
Variance	.41
Range	3.67

The results showed that scores of the second factor “professional development level for teaching in culturally diverse classrooms” were lower than the scores of knowledge level. The descriptive statistics of the scores on the second factor “professional development level for teaching in culturally diverse classrooms” are presented below in Table 4.26.

When the twelve items on the scale were examined one by one, the results for the rating scale showed that the lowest scores were given to item four ($M=2.54$, $SD=0.92$) while the highest scores were given to item eight ($M=3.51$, $SD=1.01$).

Table 4.26

Descriptive Statistics for Professional Development Level (N=468)

Statistics	
Mean	3.07
SD	.74
Variance	.55
Range	4.00

The descriptive statistics for the results of rating scale is presented in Table 4.27.

Table 4.27

Descriptive Statistics for the Results of Rating Scale (N=468)

	1		2		3		4		5		Mean	SD
	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)		
A												
Q 1	18	3.8	110	23.5	205	43.8	123	26.3	12	2.6	3.00	0.87
Q 2	14	3.0	105	22.4	234	50.0	103	22.0	12	2.6	2.99	0.82
Q 3	1	0.2	34	7.3	200	42.7	194	41.5	39	8.3	3.50	0.76
B												
Q 4	58	12.4	177	37.8	164	35.0	62	13.2	7	1.5	2.54	0.92
Q 5	54	11.5	132	28.2	159	34.0	110	23.5	13	2.8	2.78	1.02
Q 6	27	5.8	77	16.5	145	31.0	165	35.3	54	11.5	3.30	1.06
Q 7	25	5.3	87	18.6	163	34.8	142	30.3	51	10.9	3.23	1.04
Q 8	16	3.4	58	12.4	143	30.6	175	37.4	76	16.2	3.51	1.01
Q 9	17	3.6	86	18.4	171	36.5	149	31.8	45	9.6	3.25	0.98
Q10	31	6.6	128	27.4	147	31.4	120	25.6	42	9.0	3.03	1.07
Q11	29	6.2	129	27.6	177	37.8	109	23.3	24	5.1	2.94	0.98
Q 12	37	7.9	92	19.7	184	39.3	129	27.6	26	5.6	3.03	1.01

Q= Question, 1=very poor, 1= poor, 3= fair, 4= good, 5= very good

A: Knowledge level about the cultural diversity in Austria

B: Professional development level for teaching in culturally diverse classrooms

The first item asked on the scale was the knowledge level of teacher candidates about the immigration movements to Austria after World War II. The results formed a mean at the value of fair ($M=3.00$, $SD=0.87$). It was seen that almost half of the participants rated their knowledge level as “fair” ($n=205$, 43.8%). Almost one fourth of the participants rated their knowledge level as “poor” ($n=110$, 23.5%) and 123 people (26.3%) chose “good”. Eighteen participants rated their knowledge level as “very poor” (3.8%). Finally, the lowest number of participants was the ones who rated their knowledge level as “very good” ($n=12$, 2.6%).

The second item on the rating scale asked the knowledge level of teacher candidates about the refugee movement to Austria. The average of the results to that item was close to “fair” ($M=2.99$, $SD=0.82$). The most chosen rate was “fair” for that item. Half of the participants (50%) rated their knowledge level as “fair” ($n=234$). The second most chosen rate was “poor” ($n=105$, 22.4%) while “good” was chosen by 103 participants (22%). Fourteen participants rated their knowledge level about refugee movements to Austria as “very poor” (3%). Finally, the number of participants who rated their knowledge level as “very good” was 12 (2.6%).

The third item asked the knowledge of teacher candidates about the current cultural diversity in Austria. The results on this item formed the highest mean on the rating scale ($M=3.50$, $SD=0.76$). The number of participants who rated their knowledge as “fair” ($n=200$, 42.7%) and the number of participants who rate chose “good” ($n=194$, 41.5%). Thirty-nine participants (8.3%) chose “very good” and this was the third most chosen option while 34 participants chose “poor” (7.3%), the least chosen rate was “very poor” ($n=1$, 0.2%).

On the fourth item, the perceptions of teacher candidates about the overall effectiveness of the courses they have taken so far in preparing them to teach in culturally diverse classrooms were asked. The ratings on this items formed the lowest average among the twelve items ($M=2.54$, $SD=.92$). The number of participants who rated the effectiveness of the courses they have taken as “poor” were 177 (37.8%). The

second most chosen rate was “fair” ($n=164$, 35%) and the third most chosen rate was “good” ($n=62$, 13.2%). The fourth most chosen rate was “very poor” ($n=58$, 12.4%). Lastly, 7 participants rate the effectiveness of the courses they have taken so far in preparing them to teach in culturally diverse classrooms as “very good” (1.5%).

The fifth item wanted teacher candidates to rate their preparedness level for managing a class with students having different native languages. The average of rating on that item was close to “fair” ($M=2.78$, $SD= 1.02$). For that item, the most chosen rate was “fair” ($n=159$, 34%). The number of participants who rated their preparation for this item as “poor” was 132 (28.2%) while 110 of them chose option “good” (23.5%). Fourthly most chosen rate was “very poor” ($n=54$, 11.5%) and the least chosen one was “very good” ($n=13$, 2.8%).

On the sixth item, the perceptions of teacher candidates about their preparedness for organizing a class to create awareness of multiculturalism among their students were asked. The mean on this item was above “fair” ($M=3.30$, $SD=1.06$). The number the participants who rated their preparedness level to organize a class to create awareness of multiculturalism among their students as “good” was 165 (35.3%) and 31% rated as “fair” ($n=145$). Seventy-seven of participants chose “poor” to rate their preparation (16.5%) while 54 of them chose “very good” (11.5%). The least chosen rate on that item was “very poor” with 27 participants (5.8%).

Item number seven asked the perceptions of teacher candidates about their preparedness level, too. This time the item wanted them to rate their preparedness for including different cultures in their lesson plan. The average of the ratings on the item shaped the highest mean on the scale ($M=3.23$, $SD=1.04$). The number of participants who rated their preparedness level as “good” was the highest number of rating on that item ($n=163$, 34.8%). 142 of the participants rated their preparation as “good” (30.3%) while 87 of them chose option “poor” (18.6%). The number of participants who rated their knowledge level as “very good” was 51 (10.9%) while the ones who rated as “very poor” was 25 (5.3%).

The eighth item wanted teacher candidates to rate their preparedness level for dealing with prejudice and negative stereotyping of their students against diverse cultures. Results on this item showed that the average of ratings was the second highest average on the rating scale ($M=3.51$, $SD=1.01$). The most chosen rate was “good” with 175 participants (37.4%). The second chosen option was “fair” ($n=143$, 30.6%) while 16.2% rated their preparedness as “very good” ($n=76$). The number of participants who rate their preparedness level for dealing with prejudice and negative stereotyping as “poor” was 58 (12.4%). Finally, 3.4% of the participants rated their preparedness level as “very poor” ($n=16$).

The ninth item on the rating scale asked teacher candidates about their preparation for achieving collaboration among their students from different cultural backgrounds. For this item the average rating was above “fair” ($M=3.25$, $SD=.98$). The number of participants who chose fair was 171 (36.5%) while 31.8 % of them chose option “good” ($n=149$) to rate their preparedness level. The third most chosen rate was “poor” and of was chosen by 18.4% of the participants ($n=86$). Option “very good” was chosen by 45 participants which constitutes 9.6% of the participants and lastly, 3.6 % of the participants rated their preparedness as “very poor” ($n=17$).

Item number ten on the scale was about designing materials. This item asked teacher candidates to rate their preparedness level for designing teaching materials that include the diverse cultures existing in their classes. It was seen that the ratings on this item formed a mean close to “fair” ($M=3.03$, $SD=1.07$). 31.4 % of the participants rated their preparation for designing such materials as “fair” ($n=147$) while 27.4% of them chose option “poor” ($n=128$). Almost one fourth of the participants rated their preparation on that item as “good” ($n=120$, 25.6%) while 42 of them rated as “very good” (9%). The least chosen rate was “very poor” with 31 participants (6.6%).

The eleventh item was about managing the conflict caused by diversity. This item asked teacher candidates to rate their preparedness for managing the conflicts caused by diverse cultures and/or diverse languages in their classes. The rating on that

item constituted an average which is below “fair” ($M=2.94$, $SD=0.98$). The number of the participants who rated their preparedness level as “fair” was 177 (37.8%) and 27.6 % of them rated their preparedness level as “poor” ($n=129$). 109 of the participants chose option “good” to rate their preparedness (23.3 %) while 6.2 % of them chose option “very poor” ($n=29$). Finally, the least chosen option was “very good” and it was chosen by 5.1 % of them ($n=24$).

The last item on the scale asked teacher candidates their preparedness level for helping their students with immigrant background to integrate into the local society. For this item, the average of the rating was 3.03 which is close to “fair” ($SD=1.01$). The most chosen option was “fair” for this item. It was chosen by 39.3 % of the participants ($n=184$). The second most chosen option was “good” and it was chosen by 27.6 % of the participants ($n=129$). Almost one fifth of the participants rated their preparedness level for helping their students to integrate into the local society as “poor” ($n=92$, 19.7%). 7.9 % of the participants rated their preparation on this item as “very poor” ($n=37$) and 5.6 % of them chose “very good” ($n=26$).

4.2.3.2. Strengths With Regard to Teaching in Culturally Diverse Classrooms

To find out the perceptions of teacher candidates about their preparedness with regard to teaching in culturally diverse classrooms, the first sub-question to complement the quantitative findings on the rating scale was related to the strengths of teacher candidates. An open-ended item was included in the survey instrument to find out the perceptions of teacher candidates about their strengths for teaching in culturally diverse classrooms. The open-ended question was constructed as “What would be your personal strengths and teaching skills to teach in a culturally diverse classroom?” Responses to that question were analyzed via content analysis and four categories were identified. These categories were strengths with regard to personal characteristics, strengths with regard to attitude to multiculturalism, strengths with regard to teacher professionalism and strengths to develop multicultural climate in class.

Strengths With Regard to Personal Characteristics

Teacher candidates reported many strengths with regard to their personal characteristics. Among these characteristics patience ($f=52$) and tolerance ($f=49$) were the most reported ones. These two characteristics were followed by understanding ($f=36$), good communication skills ($f=16$), helpfulness ($f=14$), respectfulness ($f=12$) and sensitiveness ($f=10$). Additionally, there were some other cited strengths with regard to personal characteristics. These strengths were cited relatively less than previous ones. They are creativeness ($f=7$), optimism ($f=3$), sympathetic ($f=2$), team member skills ($f=2$), reliable ($f=2$), intellectual ($f=1$) and good personality ($f=1$). The frequencies of cited strengths with regard to personal characteristics are presented in Table 4.28 below.

Table 4.28

Frequencies of Strengths With Regard to Personal Characteristics

Codes	<i>f</i>
Patience	52
Tolerance	49
Understanding	36
Good communication skills	16
Helpfulness	14
Respectfulness	12
Sensitiveness	10

Strengths With Regard to Attitude to Multiculturalism

Teacher candidates' answers formed another category for strengths with regard to their attitude to multiculturalism. The most frequently reported strengths in this category were openness to other cultures ($f=99$) and interest in other cultures ($f=63$). These strengths were followed by early life experience with regard to multiculturalism ($f=57$) and by being not prejudiced against people with migration background ($f=44$). The next strength was knowledge on other cultures ($f=35$). Thirty of participants cited

their own migration background as strength. Having respect to all cultures was cited 29 times while empathy for people with migration background was cited 25 times. Foreign language knowledge was another reported strength in this category ($f=25$). Additionally, seeing good things of a culture ($f=4$), sensitiveness to other religions ($f=2$), knowledge on refugee situation ($f=1$) and interest in human rights ($f=1$) were among the other strengths reported by teacher candidates. The frequencies of strengths with regard to attitude to multiculturalism are presented in Table 4.29 below.

Table 4.29

Frequencies of Strengths With Regard to Attitude to Multiculturalism

Codes	<i>f</i>
Openness to other cultures	99
Interest in other cultures	63
Early life experience	57
Being not prejudiced against people wmb	44
Knowledge on other cultures	35
Migration background	30
Respect to all cultures	29
Empathy for people wmb	25
Foreign language knowledge	25

wmb: with migration background

Strengths With Regard to Teacher Professionalism

The third category for the strengths was related to teacher professionalism. In this category the mostly cited strength was pedagogical tact ($f=38$). It was followed by conflict management ($f=32$), equal treatment to all students ($f=30$) and fairness ($f=19$). There were relatively less cited strengths for this category. Among them there were accepting all students as they are ($f=9$), good German skills ($f=7$), motivation to teach ($f=5$), interested in students' problems ($f=2$), ability to integrate students into society ($f=2$), body language skills ($f=2$), leaving personal attitude outside class ($f=2$), treating

the multicultural class as a normal class ($f=2$). The frequencies of strengths with regard to teacher professionalism are presented in Table 4.30.

Table 4.30

Frequencies of Strengths With Regard to Teacher Professionalism

Codes	<i>f</i>
Pedagogical tact	38
Conflict management	32
Equal treatment to all students	30
Fairness	19

Strengths With Regard to Developing Multicultural Climate in Class

The fourth category of strengths was about strengths to develop a multicultural climate in class. The mostly cited strengths for this category was including all backgrounds in teaching ($f=41$). The secondly most cited one was creating an inclusive class ($f=23$). Speaking to students about their background ($f=14$) and helping students to learn from each other ($f=13$) were the other strengths for this category. The frequencies of strengths to develop a multicultural climate in class are presented in Table 4.31.

Table 4.31

Frequencies of Strengths With Regard to Developing Multicultural Climate in Class

Codes	<i>f</i>
Including all backgrounds in teaching	41
Inclusive class	23
Speaking to students about their background	14
Helping students to learn from each other	13

For this question, seven of the participants reported that they have no strengths yet to teach in culturally diverse classrooms.

4.2.3.3. Needs With Regard to Teaching in Culturally Diverse Classrooms

To find out the perceptions of teacher candidates about their preparedness for teaching in culturally diverse classrooms, the second sub-question to complement the quantitative findings on rating scale was related to the perceptions of teacher candidates about their needs. Participants were asked to answer an open-ended question to find out the perceptions of teacher candidates about their needs for teaching in culturally diverse classrooms. The open-ended question was constructed as; “To teach in a culturally diverse classroom what would you need to improve in your teaching?” The answers of participants to that question formed six different categories at the end of content analysis. These categories were needs for cross-cultural knowledge, needs for culturally diverse classroom management, pedagogical needs, needs for an innovative organizational culture, needs with regard to personal characteristics, and expectations of improvement from others. On the other hand, two of the participants reported that they have nothing to improve for teaching in culturally diverse classrooms.

Needs With Regard to Cross-cultural Knowledge

The first category was related to need with regard to multicultural knowledge. The mostly cited teacher candidates’ need for cross-cultural knowledge was knowledge on other cultures ($f=123$). Second most cited need was knowledge on other languages ($f=104$). Knowledge on background on the background of own students ($f=54$) followed these two needs. The other needs for this category were respectively; knowledge on other religions ($f=30$), openness to other cultures ($f=20$), knowledge on the traditions of other cultures ($f=18$), interaction with immigrants ($f=14$), need for awareness of own cross-cultural competences ($f=14$), knowledge on different backgrounds living in Austria ($f=13$), knowledge on country histories ($f=13$) and knowledge on multiculturalism ($f=11$). Additionally, among the less cited needs there were understanding about the situation of students ($f=8$), understanding about the perspective of students with migration background ($f=7$), political correctness ($f=4$) and knowledge

on family structure of other cultures ($f=2$). The frequencies of needs with regard to multicultural knowledge are presented in Table 4.32 below.

Table 4.32

Frequencies of Needs With Regard to Cross-cultural Knowledge

Codes	f
Knowledge on other cultures	123
Knowledge on other languages	104
Knowledge on the background of own students	54
Knowledge on other religions	30
Openness to other cultures	20
Knowledge on the traditions of other cultures	18
Interaction with immigrants	14
Need for awareness of own cross-cultural competences	14
Knowledge on different backgrounds living in Austria	13
Knowledge on country histories	13
Knowledge on multiculturalism	11

Needs With Regard to Culturally Diverse Classroom Management

The second category was related to needs with regard to classroom management. How to deal with cultural conflicts was mostly cited need in this category ($f=33$). The second mostly cited need was how to deal with culturally diverse classrooms ($f=16$). The other needs were necessity of being careful in class ($f=15$), necessity of creating frame of communication in class ($f=15$), how to deal with language problems ($f=8$) and teaching respect ($f=8$). Additionally, for this category teacher candidates reported some other needs. These were how to deal with prejudice ($f=6$), how to bind cultures in class ($f=5$), speaking good German as a teacher ($f=5$), making students feel comfortable ($f=5$), being able to keep equality in class ($f=5$), urge the interest of students ($f=3$), get to know every kid ($f=2$), more knowledge on how to deal with parents ($f=1$), how to deal with different fests ($f=1$), giving space to discussion ($f=1$), real class environment

will show ($f=1$) and gestures education ($f=1$). The frequencies of needs with regard to culturally diverse classroom management are presented in Table 4.33 below.

Table 4.33

Frequencies of Needs With Regard to Culturally Diverse Classroom Management

Codes	<i>f</i>
How to deal with cultural conflicts	33
How to deal with multicultural classes	16
Necessity of being careful in class	15
Necessity of creating a frame of communication in class	15
How to deal with language problems	8
Teaching respect to students	8

Pedagogical Needs

The third category was related to pedagogical needs. Among these needs, more experience in a multicultural class ($f=32$) was mostly reported need. The following needs were more courses on multicultural teaching ($f=23$), how to create teaching resources ($f=12$), how to create appropriate lesson planning ($f=12$) and development of teaching skills ($f=9$). Moreover, being a team member ($f=4$), how to describe things in different ways ($f=4$) and lifelong learning ($f=1$) were among the other cited needs in this category. The frequencies of pedagogical needs are presented in Table 4.34.

Table 4.34

Frequencies of Pedagogical Needs

Codes	<i>f</i>
More experience in a multicultural class	32
More courses on multicultural teaching	23
How to create teaching resources	12
How to create appropriate lesson planning	12
Development of teaching skills	9

Needs With Regard to Personal Characteristics

The next category was related to the needs of teacher candidates with regard to their personal characteristics. The frequencies of cited needs for this category are relatively low when compared to other categories. The most frequently reported need was need for building tolerance ($f=7$) and need for building patience ($f=7$). These were followed by need for ambition ($f=3$) and need for building self-confidence ($f=3$). The final need on this category was need for perfectionism ($f=1$). The frequencies of needs with regard to personal characteristics are presented in Table 4.35 below.

Table 4.35

Frequencies of Needs With Regard to Personal Characteristics

Codes	<i>f</i>
Building tolerance	7
Building patience	7
Ambition	3
Building self-confidence	3
Perfectionism	1

Needs With Regard to Innovative Organizational Culture

The reporting of teacher candidates formed another category that is related to needs for an innovative organizational culture. For this category, two sub-categories emerged.

The first sub-category is about school site-specific issues while the second one is language-specific issues. For these two categories, teacher candidates cited their own needs as well as needs of other components of school culture. For the sub-category school system-specific issues, support from experienced teacher was mostly cited one ($f=11$). Smaller classes ($f=6$), more adequate teaching materials ($f=6$) and second teacher in class ($f=4$) were the other needs cited in this subcategory. Additionally,

knowledge on available support services ($f=3$), need for better materials ($f=1$) and need for changing all school system ($f=1$) were the other needs cited.

For the second sub-category language-specific issues, the mostly cited need was DAF/DAZ classes in teacher education ($f=8$). DAF (Deutsch als Fremdsprache) stands for German as a foreign language and DAZ (Deutsch als Zweitesprache) stands for German as a second language. Improving the German level of students ($f=6$) and English level of teachers ($f=4$) were the other needs reported. Apart from these needs, teacher candidates also reported the needs for more teachers with other languages ($f=2$), additional classes in mother tongue of students ($f=2$), further education for students with migration background ($f=1$) and more language teachers ($f=1$). The frequencies of needs for innovative organizational culture are presented in Table 4.36 below.

Table 4.36

Frequencies of Needs With Regard to Innovative Organizational Culture

Codes	<i>f</i>
<i>School system-specific issues</i>	
Support from mentor teachers / external support	11
Smaller classes	6
More adequate teaching materials	6
Second teacher in class	4
<i>Language-specific issues</i>	
DAZ/ DAF classes	8
Improving the German knowledge of Ss	6
English level of teachers	4

DAZ: German as second language

DAF: German as foreign language

Expectations of Improvement From Others

The sixth and last category was related to the expectations of teacher candidates' expectations of improvement from other stakeholders. The cited needs were acceptance

of differences by students ($f=8$), the approach of parents to female teachers ($f=5$), the approach of parents to school ($f=4$) and community support ($f=1$). The frequencies of expectations of improvement from others are presented in Table 4.37 below.

Table 4.37

Frequencies of Expectations of Improvement From Others

Codes	<i>f</i>
Acceptance of differences by students	8
Approach of parents to female teachers	5
Approach of parents to school	4
Community support	1

4.2.3.4. The Predictions With Regard to Teaching in Culturally Diverse Classrooms

To find out how teacher candidates perceive their preparedness for teaching in culturally diverse classrooms, the third sub-question to complement quantitative findings on rating scale was related to the predictions of teacher candidates about their future teaching career. To find out how teacher candidates foresee their future teaching career in culturally diverse classrooms, an open-ended question was constructed as; “Imagine that you will be a teacher in a culturally diverse classroom, how would you foresee and describe your teaching experience?” The question asked teacher candidates to report their predictions about their future experiences in culturally diverse classrooms and the answers formed two categories at the end of content analysis.

The first category was related to the predictions of teacher candidates about the culturally diverse classroom context with regard to whole class experience while the second category was related to the predictions of teacher candidates about culturally diverse classroom experience with regard to teacher experience. The first category was divided into three sub-categories. The first one was about negative descriptions, the second one was about positive descriptions and the third one was neutral descriptions.

Predictions for Culturally Diverse Classroom Context With Regard to Whole-class Experience

This category has two sub-categories. The first one included the negative predictions of teacher candidates about the culturally diverse classroom context for all. The mostly cited negative predictions were language problems ($f=75$), challenging experience ($f=68$) and conflicts ($f=49$). The fourth mostly cited prediction was communication problems ($f=18$), followed by prejudice among students ($f=16$), mobbing related to gender ($f=14$), not accepting other cultures ($f=12$) and parents-related problems ($f=11$) and cultural misunderstandings ($f=11$). The frequencies of negative predictions about culturally diverse classroom context experience for all are presented in Table 4.38.

Table 4.38

Frequencies of Negative Predictions With Regard to Whole-class Experience

Codes	<i>f</i>
Language problems	75
Challenging experience	68
Conflicts	49
Communication problems	18
Prejudice among students	16
Mobbing related to gender	14
Not accepting other cultures	12
Parents-related problems	11
Cultural misunderstandings	11

Additionally, teacher candidates reported cultural specific problems among students ($f=8$), unsettlement at the begging of school year ($f=8$), group building of same nation ($f=6$), religious problems ($f=5$), excluded students ($f=5$), eating differences ($f=3$), racism ($f=3$), fest problems ($f=2$) and slow learning ($f=1$) as other negative predictions.

The second sub-category was related to positive predictions. Teacher candidates reported their positive predictions about their future career in culturally diverse classrooms with regard to whole class experience. The mostly reported prediction was learning other cultures ($f=61$). The second one was experiencing different cultures in class ($f=51$), followed by interesting experience for all ($f=34$), inclusion of all background in class ($f=20$), learning customs of other cultures ($f=20$), horizon enlarging ($f=20$), and acceptance of each other ($f=17$). Seventeen of the participants reported that there would be no difficulties while 13 of them reported learning other languages as their prediction. The frequencies of positive predictions with regard to whole class experience in culturally diverse classrooms are presented in Table 4.39 below.

Table 4.39

Frequencies of Positive Predictions With Regard to Whole-class Experience

Codes	f
Learning other cultures	61
Experiencing different cultures in class	51
Interesting experience for all	34
Inclusion of all backgrounds in the class	20
Learning customs of other cultures	20
Horizon enlarging	20
Acceptance of each other	17
No difficulties	17
Learning other languages	13

For this sub-category, teacher candidates also reported some other positive predictions. These were learning other festivals ($f=9$), learning openness to new ideas ($f=8$), understanding the situation of multiculturalism ($f=8$), no German problems in English classes ($f=5$), learning other religions ($f=5$), learning other life styles ($f=5$), learning family structures of other cultures ($f=5$), learning background of students ($f=4$) and group work by different people ($f=3$).

Predictions for Culturally Diverse Classroom Context With Regard to Teacher Experience

The second sub-category for the reported predictions about the future carrier in culturally diverse classrooms was related to teacher experience. Teacher candidates reported their predictions about their own future experiences in culturally diverse classrooms. The most frequently cited predictions were great experience for a teacher ($f=26$) and having to deal with problems ($f=26$). The second one was unpredictable ($f=16$) followed by giving space to all students as a teacher ($f=11$), treating all students the same way ($f=10$), learning how to solve conflicts ($f=6$), learning how to deal with multiculturalism ($f=4$) and transfer own migration to class ($f=3$). The frequencies of the predictions for culturally diverse classroom context with regard to teacher experience are presented in Table 4.40 below.

Table 4.40

Frequencies of Predictions With Regard to Teacher Experience

Codes	<i>f</i>
Great experience for a teacher	26
Having to deal with problems	26
Unpredictable experience	16
Giving space o all students as teacher	11
Treating all students the same way	10
Learning how to solve conflicts	6
Learning how to deal with multiculturalism	4
Transfer own migration background	3

4.2.4. Results for Research Question 4

For the fourth research question, the concern was to find out what teacher candidates suggest teacher education programs to include into their agenda to build the

needed preparedness for teaching in culturally diverse classes. The research question was constructed as;

What are teacher candidates' suggestions to teacher education programs with regard to building preparedness for teaching in culturally diverse classrooms?

To find out the suggestions of teacher candidates on this aspect, an open-ended question asked teacher candidates to report their suggestions with regard to teacher education program agenda. The open-ended question was "What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?" the results for this research questions were drawn from qualitative data and analyzed via content analysis method.

The answers of teacher candidates to this question formed three categories. These categories were suggestions to teacher education agenda with regard to multicultural awareness, suggestion to teacher education agenda with regard to professional development and suggestions to teacher education agenda with regard to teacher educators.

Suggestions to Teacher Education Agenda With Regard to Multicultural Awareness

The first category was formed by the reporting of teacher candidates about their suggestions to teacher education programs for creating multicultural awareness. The most frequently cited suggestion was more seminars on multiculturalism in teacher education ($f=86$). The following suggestions were more knowledge on other cultures ($f=61$), more discussion about multiculturalism in teacher education ($f=50$), more knowledge on other languages ($f=25$), more knowledge on other histories ($f=19$), more knowledge on immigration ($f=14$), more knowledge on other religions ($f=11$), sharing real life experiences in culturally diverse classrooms ($f=10$), more knowledge on other customs ($f=9$) and knowledge on the practices of other countries related to multicultural agenda in teacher education ($f=8$). Teacher candidates cited some other suggestions for creating multicultural awareness. These were more information on other countries ($f=6$), guest

speakers from other cultures ($f=6$), support studying abroad ($f=5$), inclusion of world issues ($f=3$), information on multicultural change in society ($f=2$), more information on different ideologies ($f=1$). The frequencies of suggestions to teacher education agenda with regard to multicultural awareness are presented in Table 4.41 below.

Table 4.41

Frequencies of Suggestions to Teacher Education Agenda With Regard to Multicultural Awareness

Codes	f
Seminars on multiculturalism in teacher education	86
Information on other cultures	61
Discussion about multiculturalism in teacher education	50
Information on other languages	25
Information on other histories	19
Information on immigration	14
Sharing real life experiences in culturally diverse classrooms	10
Information on religions	11
Information on customs	9
Information on the practices of other countries	8

Suggestion to Teacher Education Agenda With Regard to Professional Development

The second category was related to suggestions of teacher candidates about professional development. In this category, participants reported their suggestions to teacher-education program about professional development agenda. More practice with students with migration background was the most frequently cited suggestion in this category ($f=74$). The second one was how to handle culturally diverse classrooms ($f=27$) and the rest are respectively; openness to other cultures ($f=22$), coping strategies for cultural conflicts ($f=21$), how to teach in multilingual classes ($f=17$), project courses about other cultures ($f=10$) and coping strategies for language conflicts ($f=8$). There were some other suggestions on this category. Among them, there were information on

coping strategies with prejudices ($f=6$), how to prevent racism ($f=6$), further education ($f=5$), information on coping strategies for parental conflicts ($f=3$), good German classes for teachers ($f=3$), humanity ($f=2$), ensuring only one language in class ($f=2$). The frequencies of suggestions to teacher education agenda with regard to professional development are presented in Table 4.42 below.

Table 4.42

Frequencies of Suggestions to Teacher Education Agenda With Regard to Professional Development

Codes	f
More practice with students with migration background	74
How to handle culturally diverse classrooms	27
Openness to other cultures	22
Coping strategies for cultural conflicts	21
How to teach in multilingual classes	17
Project courses about other cultures	10
Coping strategies for language conflicts	8

Suggestions With Regard to Teacher Educators

The last category about suggestions was about teacher educators. Teacher candidates reported some suggestions about teacher educators in teacher education programs. The most cited suggestion one was more educators with migration background ($f=8$), team teaching of educators and teachers with migration background ($f=7$), educators with more experience in culturally diverse classrooms ($f=4$), more informative educators ($f=1$). The frequencies of suggestions with regard to teacher educators are presented in Table 4.43 below.

Table 4.43

Frequencies of Suggestions to Teacher Education Programs With Regard to Teacher Educators

Codes	<i>f</i>
Educators with migration background	8
Team teaching of educators and teachers wmb	7
Educators with more experience in culturally diverse classrooms	4
More informative educators	1

Apart from these four categories, teacher candidates answered this question in some other ways. Fourteen of participants reported that they have no idea while six of them reported there is no need for change in teacher education in Vienna. Finally, five of them reported that the multicultural competence comes by individual not by education.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

In this chapter, the conclusions based on the findings of the study are discussed. The conclusions drawn from study and relevant literature are triangulated to evaluate the findings of the study. At the end of the chapter, implications of the study for further research and practices can be found.

5.1. Conclusions

This study aimed to find out how effectively teacher education programs in Vienna prepare teacher candidates to teach in culturally diverse classrooms based on the self-reporting of teacher candidates. The study asked the perceptions of teacher candidates about their knowledge level regarding cultural diversity in Austria, their professional development level to teach in culturally diverse classrooms and their perceptions about how teacher education programs in Vienna build this preparedness. The findings were drawn from both close-ended and open-ended data and they are triangulated with the relevant literature. Quantitative numbers and qualitative themes were converged and compared to interpret the results and draw conclusions of the study. The context of the study was located in Vienna, Austria. Hence, the results of the study are discussed and interpreted based on the characteristics of the study context.

Firstly, the study attempted to see the relationship between having migration background, taking classes on multicultural agenda or type of teacher education institution and teacher candidates' knowledge level about the cultural diversity in Austria and professional development level for teaching in culturally diverse classrooms. Next, the study asked teacher candidates to report their perceptions about their strengths,

needs and predictions for teaching in culturally diverse classrooms. Following, teacher candidates were asked about their suggestions with regard to teacher education agenda for training teachers for culturally diverse classrooms. The discussion of the results is done accordingly.

5.1.1. Having Migration Background

The results showed that teacher candidates with migration background differed from teacher candidates who do not have migration background with regard to their knowledge level about cultural diversity in Austria. On the other hand, having migration background did not create a difference with regard to professional development level of teacher candidates for teaching in culturally diverse classrooms.

The study revealed that having migration background functioned positively to increase the knowledge about cultural diversity in the country. The awareness of teacher candidates with migration background about cultural diversity may be attributed to the fact that teacher candidates from non-dominant cultural groups live in neighborhoods dwelled by culturally diverse people and they go to schools in these culturally diverse neighborhoods. In their social settings, they may encounter cultural diversity in the country more possibly than teacher candidates living in neighborhoods dwelled by mainly people from dominant culture.

In the literature, having migration background as a teacher is considered as an advantage by several researchers (Banks et al., 2003; Darder, 1991; Gay 2002; Grant & Gillette, 2006; Irvine, 2001; Ladson-Billings, 2001; Villegas & Lucas, 2002). It is explained that teacher candidates who are from non-dominant cultural groups can use their own learning experiences and they can reflect on their lives to be culturally responsive (Irvine, 2001). A study by Haj-Broussard and Henny (2009) supported this idea by a pre-post test study with teacher candidates. They found that teacher candidates from non-dominant cultural groups developed their attitude toward cultural diversity and their cross-cultural competence drastically more than teacher candidates from dominant

cultural groups after taking a class addressing cultural diversity and multicultural education.

Similarly, this study tried to find out if having migration background affects the preparation of Viennese teacher candidates to teach in culturally diverse classes. However, it was found that Viennese teacher candidates with migration background differed from other teacher candidates with regard to their knowledge level about cultural diversity in Austria but not with regard to their self-reported professional development level for teaching in culturally diverse classrooms. It can be said that teacher education programs do not benefit from migration background of teacher candidates in building professional skills for teaching in culturally diverse classrooms.

5.1.2. Taking Classes on Multicultural Agenda

Another concern of the study was to find out the relationship between taking classes on multicultural agenda and knowledge level about the cultural diversity in Austria as well as the relationship between taking classes on multicultural agenda and the professional development level of teacher candidates for teaching in culturally diverse classrooms.

The results showed that taking classes on multicultural agenda did not create difference on teacher candidates' knowledge level about cultural diversity in Austria. However, teacher candidates should have knowledge about the cultural diversity in the country to be able to understand the background of their students from non-dominant cultural groups (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002). Knowledge about background of the students can help teachers to meet the various needs and expectations of their students from various cultures. Hence, teacher education programs should help teacher candidates develop cultural knowledge about the country (Banks & Banks, 1995; Clayton, 2003; Moule, 2004; Nieto, 2004; Owen, 2010; Sleeter & Grant, 2007; Smith, 2009). Findings of several researches (Capella-Santana, 2003; Castro et al., 2012; Duarte

& Reed, 2004; Estupinan, 2010; Haj- Broussard & Henny 2009; Seeberg & Minick, 2012; Spraldin, 2009) showed that taking classes on multicultural agenda increased the knowledge level of teacher candidates on diversity and multiculturalism in the country and helped them to develop positive attitude to multicultural education. However, classes offered on multicultural agenda did not seem to increase the knowledge of Viennese teacher candidates about cultural diversity in Austria. This can be attributed to the lack of such a focus in the classes offered in teacher education. The classes may not include the cultural diversity and non-dominant cultural groups in the country. Teacher education programs in Vienna should consider the content of the classes offered on multicultural agenda to develop needed knowledge with regard to the cultural diversity in the country.

On the other hand, the study yielded that taking classes on multicultural agenda created an overall increase in the professional development level of teacher candidates for teaching in culturally diverse classrooms. It was found that taking classes on multicultural agenda created an increase in the self-reported professional development level of teacher candidates for teaching culturally diverse classrooms. When the items under the factor of professional development level is examined, it is seen that these are some skills known to be the required for cultural responsiveness. This study showed that taking classes on multicultural agenda helped Viennese teacher candidates to develop these skills. These findings were in line with the findings of studies by Castro et al. (2012), Haj- Broussard and Henny (2009) and Capella-Santana (2003). They also showed that taking classes on multicultural agenda could help to develop teaching competences to teach in culturally diverse classrooms.

To sum, teacher education programs created an increase in the professional development level of teacher candidates for teaching in culturally diverse classrooms by offering classes on multicultural agenda, but not in the knowledge level about cultural diversity in Austria.

5.1.3. Teacher Education Institution

The relationship between types of teacher education institution and the knowledge level of teacher candidates about cultural diversity on Austria and the relationship between types of teacher education institution and professional development level for teaching in culturally diverse classrooms were the other concerns of the study.

The results of the study revealed that type of teacher education created a difference with regard to both knowledge level about cultural diversity in Austria and professional development level for teaching in culturally diverse classrooms. It was found that teacher candidates studying in academy of fine arts have knowledge about cultural diversity in Austria the best among the four types of teacher education institution in the study. At the second place, there was university while educational institution for kindergarten pedagogy was the third. Finally, teacher candidates studying in teacher-training college have the lowest knowledge about cultural diversity in the country among the four teacher education institutions. It can be said that teacher education institutions provide knowledge about cultural diversity in Austria at different levels.

Type of teacher education institution was found to create a difference with regard to professional development level for teaching in culturally diverse classrooms, too. The results yielded that teacher candidates' professional development level for teaching in culturally diverse classrooms differed with regard to the teacher education institution they attend. Teacher candidates who study in educational institution for kindergarten pedagogy have the highest professional development level for teaching in culturally diverse classrooms. However, as all participants from that institution are senior students, this is something expected. When this institution was excluded and the rest three teacher education institutions were examined, it was seen that teacher candidates from these three institutions differed from each other with regard to their professional development level for teaching in culturally diverse classrooms. The results indicated that following educational institution for kindergarten pedagogy, teacher candidates who study in

teacher-training college reported higher level of professional development level than teacher candidates studying in university or in academy of fine arts. Teacher candidates who study in academy of fine arts reported their professional development level for teaching in culturally diverse classrooms as the lowest level among the four types of teacher education institution. It is seen that teacher-training college prepare its students for teaching in culturally diverse classrooms more effectively than university or academy of fine arts.

5.1.4. Preparedness Level

The perceptions of teacher candidates about their preparedness level, strengths, needs and predictions for teaching in culturally diverse classrooms are discussed in this section. The results on the rating scale for each factor, the reporting for strengths, needs and predictions are discussed respectively.

5.1.4.1. Major Findings With Regard to Pre-determined Items

The study indicated the perceptions of teacher candidates about their self-reported preparedness level to teach in culturally diverse classrooms. To locate their preparedness, the study asked the perceptions of teacher candidates about pre-determined items. For the pre-determined items, see Appendix B.

Teacher candidates rated their preparedness level for pre-determined items on a five-point scale. For the scale, 1 meant very poor, 2 meant poor, 3 meant fair, 4 meant good and 5 meant very good. To interpret the results, the value of points on the scale was used. There were twelve pre-determined items to be rated by teacher candidates. These twelve items loaded on two factors. The first factor constitutes of three items and it is related to the knowledge level about the cultural diversity in Austria. The second factor constitutes nine items and it is related to the professional development level for teaching in culturally diverse classrooms.

The results showed that the knowledge level and professional development level of teacher candidates were both close to value of fair ($M=3.00$). However, the results yielded that the knowledge level about cultural diversity in Austria exceeded the professional development level for teaching in culturally diverse classrooms slightly. Yet, the both knowledge level about cultural diversity and professional development level for teaching in culturally diverse classrooms were hardly above the level of fair.

5.1.4.2. Strengths and Needs to Teach in Culturally Diverse Classrooms

The study revealed that teacher candidates consider their attitude toward multiculturalism and their personal characteristics stronger than their professional skills for teaching in culturally diverse classrooms. In a parallel way, teacher candidates reported that they need more cross-cultural knowledge and more teaching profession skills to handle culturally diverse classrooms. Among their needs, more knowledge on other cultures and among their strengths, attitude to multiculturalism got the highest ranking.

Cross-cultural Knowledge

This study showed teacher candidates think they mostly need cross-cultural knowledge. The number of reporting on needs for cross-cultural knowledge was the highest reported number reached in the study. The most frequently cited needs were related to learning other cultures including religions, languages, traditions or histories. The frequency of needs with regard to multicultural knowledge was drastically higher than the number of strengths regarding cross-cultural knowledge and the most cited need was “more knowledge on other cultures”, which is highly needed for cultural responsiveness (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002). On the other hand, the study revealed that teacher candidates rated their knowledge about the cultural diversity in Austria as slightly above the value of fair; and they want to know more on other cultures,

which means teacher candidates desire developing more cross-cultural knowledge. As Lea (2010), Grant and Gillette (2006), Banks (2005), Irvine (2001) and Darder (1994), suggest, cross-cultural knowledge is important for being culturally responsive, and Viennese teacher candidates seems to be volunteer develop cross-cultural knowledge.

Attitude Toward Other Cultures

The highest number of strengths with regard to teaching in culturally diverse classrooms was related to the attitude toward other cultures. The study showed that majority of teacher candidates feels strong in terms of their perspective to other cultures. Among the frequently cited strengths, there was openness, interest, knowledge, respect for other cultures, early life experience and being not prejudiced against people with migration background. Nonetheless, these strengths sound like to be sourced by the approach of difference multiculturalism since almost no teacher candidates did cite any strength related to knowledge on human rights or social inequities, understanding of the situation of cultural minorities or appreciating diversity. In a similar way, teacher candidates did not report any need with regard to these dimensions. As suggested by Nagayoshi (2011), Sleeter and Grant (2007), Verkuyten (2006), Clayton (2003) and Hale (2002), teacher candidates should go beyond respecting or accepting cultural diversity and they need to have a critical perspective for the injustices, inequalities, social justice in the society (Banks, 1984; Clayton, 2003; Moule, 2004; Nieto, 2004; Smith, 2009; Sleeter & Grant, 2007). It is found that teacher candidates in Vienna could not develop this critical perspective to identify the social barriers that their prospective students may suffer from.

Personal Characteristics

Strengths related to personal characteristics of teacher candidates were frequently cited in the study. Teacher candidates cited their personal characteristics as strengths that will help them to teach in culturally diverse classrooms. Patience,

tolerance, understanding, respectfulness, helpfulness were some of the mostly cited strengths. However, the emphasis was on tolerance and patience. As Clayton (2003) suggests, cultural diversity is not something to be tolerated, but appreciated. Hence, the emphasis on tolerance or patience creates the understanding of diversity as something needs to be endured. In parallel with the high number of strengths related to personal characteristics, the number of needs related to personal characteristics was notably low. This indicated that majority of teacher candidates in Vienna do not feel weak in terms of their personal characteristics to be a teacher in culturally diverse classrooms.

Developing Multicultural Climate

Participants in the study grouped the lowest number of their strengths to teach in culturally diverse classrooms under the category of strengths to develop a multicultural climate. Surprisingly, teacher candidates did not focus on this dimension while reporting their needs, either. On the other hand, participants reported a high number of strengths related to their attitude toward multiculturalism, but the results yielded that they do not feel strong in developing a culturally diverse classroom climate as much as they do in their attitude to multiculturalism.

This can be attributed to the lack of pedagogical skills to put their attitude into practice in their classes or teacher candidates may not consider creating a culturally diverse classroom environment as strength or necessity. However, culturally diverse classroom environment is important to develop cross-cultural knowledge among students (Bennett, 2007; Irvine, 2001) and to help students from cultural minorities feel accepted and appreciated (Gay, 2010; Gollnick & Chinn, 2006). To offer cross-cultural information to students, teaching should be done in a multicultural climate (Bennett, 2007; Irvine, 2001). The Federal Ministry for Education, Art and Culture in Austria also focuses on the multicultural climate in class and it is stated in the website of the ministry that every student should bring his/her culture into class. Moreover, ministry reports that there are over 150 projects to encourage multicultural climate in schools. It can be said

that teacher education programs in Vienna should make it obvious to teacher candidates that cross-cultural knowledge is not needed only by teachers, but also by students. Teacher candidates should get ready to implement the policy and the projects of the ministry.

Teaching Professional Skills

With regard to professional skills, the answers of teacher candidates focused on pedagogical skills and classroom management skills. The reporting results indicated that teacher candidates have fewer strengths related to teaching profession skills than their needs for teaching profession skills. For professional skills, teacher candidates need mainly more courses on multicultural teaching and more practice in culturally diverse classrooms to develop their pedagogical skills for teaching in culturally diverse classrooms. In a complementary way, professional development level for teaching in culturally diverse classrooms was rated hardly above the value of fair. As the study of Nadelson et al. (2012) revealed, more classes on multicultural education means more understanding of multiculturalism for teacher candidates. On the other hand, as suggested by Smith (2006), teacher education programs are responsible to complement the knowledge on other cultures with pedagogical skills. This study showed that Viennese teacher candidates are aware that they need professional skills.

The mostly cited pedagogical need was practice in culturally diverse classrooms. As presented by Banks et al. (2005) and Darling-Hammond et al. (2005), teacher candidates should be provided with opportunities of practicing their learning to close the gap between theory and practice. Teacher education programs in Vienna can address the need of teacher candidates by providing more opportunities of practice in real-classroom environment where teacher candidates can practice teaching students with diverse cultural backgrounds.

For classroom management skills, teacher candidates mainly need conflict management and coping strategies for culturally diverse classrooms. However, teacher candidates' both needs and strengths related to classroom management skills focused on

conflict management rather than coping strategies. Teacher candidates may consider conflict management as an important competence to have, so they emphasized it while asked about their strengths or needs. Moreover, the emphasis on the conflict management as strength or need may indicate that teacher candidates think cultural diversity as a source of conflict that should be managed. However, as suggested by many scholars (Bennett, 2007; Castro et al., 2012; Clayton, 2003; Irvine, 2001), cultural diversity should not be regarded as a source of problem but as a source of richness. Teacher education programs in Vienna should help teacher candidates develop a positive attitude toward having cultural diversity in class. Otherwise, teachers cannot use the cultural diversity for the benefit of students and society (Smith, 2009).

Early Life Experiences

Another aspect found in the study was related to the self-reflections of teacher candidates. Teacher candidates reflected on their background and experiences to report their strengths and cited their empathy, migration background and early life experiences as their strengths. As suggested by Grant and Gillette (2006), early life experiences and own background may help understand the situation of students by locating the similarities and differences between teachers' experiences and students' experiences. In line with the reporting on early life experiences, the study showed that having migration background created a difference in the teacher candidates' knowledge level about cultural diversity in Austria. Teacher candidates who have migration background have more knowledge about cultural diversity in the country than teacher candidates who are from dominant cultural group in Austria. Nevertheless, having migration background did not create a difference on the professional development level of teacher candidates to teach in culturally diverse classrooms. It is seen that Viennese teacher candidates with migration background benefit from their migration background with regard to their knowledge about cultural diversity in the country but they do not benefit from their

migration background to develop preparedness for teaching in culturally diverse classrooms.

Although the question was constructed to ask teacher candidates about their own needs, participants reported some needs of other components of education system. They included their expectations from schools, parents, community and students. Although the frequencies were relatively low, the inclusion of such expectations from others may be resulted from the fact that teacher candidates are aware that to achieve multicultural education, responsibilities do not belong only to teachers but all stakeholders (Smith, 2009).

For samples of reporting about strengths and needs for teaching in culturally diverse classrooms, see Appendix H.

5.1.4.3. Predictions About Future Teaching Experience

Teacher candidates predicted both positive and negative climate for their future experiences in culturally diverse classrooms. Although the numbers of positive and negative predictions were close to each other, the number of negative ones exceeded the positive ones. Among the negative predictions, teacher candidates emphasized language problems, challenges, conflicts, communication problems, prejudice, mobbing, denial and parents-related problems. For their positive predictions, they listed learning and experiencing other cultures, horizon enrichment by including and accepting other cultures.

The most emphasized prediction was a negative one and related to language problems. When the number of positive and negative predictions about language diversity are compared, it is seen that teacher candidates stated six times more negative predictions for language problems than positive prediction of “learning other languages”. Experiencing language diversity in culturally diverse classrooms is not surprising (Padron & Knight, 1990). Nevertheless, these numbers show that teacher candidates think they will encounter with language problems in their future career more

than language richness. To make this finding more meaningful, reported strengths and needs related to language issue were examined. It is seen that a notably high number of teacher candidates need more knowledge on other languages. However, the number of teacher candidates who listed the need of coping strategies for linguistic problems is drastically low. Similarly, the majority of teacher candidates did not ask teacher education programs for teaching how to cope with linguistic problems or did not suggest inclusion of more language specific agenda. This may mean that teacher candidates think language problems cannot be handled with management skills but with knowledge of the language and therefore, they think they need knowledge on other languages. Moreover, it is seen that teacher candidates did not put the responsibility of knowledge about other languages on teacher education programs. They may not see teacher education programs competent enough to address this dimension or they do not think it is the responsibility of teacher education. However, to cultivate culturally responsive teachers, teacher education programs should include the aspect of how to handle linguistically diverse classrooms. A study by Capella-Santana (2003) found that when teacher candidates have the opportunity to discuss how to address language minorities in class, they develop effective skills related to teaching linguistically diverse students. Hence, language education must be added to teacher education agenda (Valdes, Bunch, Snow, Lee & Matos, 2003), to teach teacher candidates how to promote multilingualism, how to create a language frame to communicate without oppressing the other languages presented in the class (Grant & Gillette, 2006).

Although the number of teacher candidates who cited parents as a source of problem was low, there were no positive predictions about community or parents links. Teacher candidates did not cite any need or strength related to how to include community and parents in the learning process. As one of the aims of multiculturalism is to create a sense of community among students, their parents and communities should be included as well (Darder, 1991; Grant & Gillette, 2006). On the other hand, teachers should collaborate with parents not to have conflict between home and class (Banks et

al., 2005; Irvine, 2001; Rothstein-Fisch, 2003) by learning from families (Lea, 2010). In a study, Norris (2010) found that meeting parents and hearing their stories helped teacher candidates develop cross-cultural attitude. However, in this study, teacher candidates reflected on parents as a source of problem but not as a source of collaboration. The findings related to integration skills also supports this. Although the majority of teacher candidates did not consider themselves competent to integrate their students into the local society, they did not list these skills as a need or a suggestion to teacher education programs. It is seen that teacher candidates do not consider the practices beyond their classes. This may be attributed to the fact that teacher candidates do not see the parents of students from cultural minority groups as efficient agents that they can work together and they may not know the importance of creating cohesion among the society and their students. Teacher education programs should show the effect of families on learning and should teach how create partnership with families.

The predictions about future teaching experiences yielded that teacher candidates know culturally diverse classroom enlarges horizons by offering multiple perspectives. As suggested by many scholars (Bennett, 2007; Castro et al., 2012; Clayton, 2003; Irvine, 2001), cultural diversity bring enrichment and openness to new perspectives. In this study, teacher candidates emphasized learning and experiencing other cultures as positive predictions, which shows they are aware of the richness that students can bring to the class and they can make use of this richness (Gay, 2010; Grant & Gillette, 2006; Irvine, 2001). Nonetheless, the positive and negative predictions were really close to each other in number. Teacher education programs should promote the richness of multiculturalism to eliminate the attitude of multiculturalism as a source of trouble among teacher candidates.

Finally, teacher candidates reported some predictions with regard to only teacher experiences. They listed more positive predictions than negative ones in this dimension. Among their predictions, there was mainly the idea of great experience, unpredictable experience or dealing with problems. However, the number of participants who think it

will be great experience as a teacher is the same with the number of participants who think they will have to deal with conflicts. It is seen that teacher candidates were not optimistic about their future experiences in culturally diverse classrooms and teacher education programs should take actions to encourage and motivate teacher candidates for teaching experience in culturally diverse classrooms.

For the samples of reporting on predictions about future teaching experiences in culturally diverse classrooms, see Appendix I.

5.1.5. Suggestions to Teacher Education Programs

Another concern of the study was to explore the suggestions of teacher candidates to teacher education programs. The suggestions of teacher candidates to teacher education programs focused on the agenda for developing multicultural awareness. Teacher candidates also have suggestions related to the agenda of professional development and the characteristics of teacher educators.

The study indicated parallel results with the reported needs about multicultural awareness. This may mean that teacher candidates expect teacher education programs to address their needs of learning other cultures, religions, languages or traditions. Teacher candidates expect teacher education programs to provide more information about other cultures via more seminars or discussion. In a study, Capella-Santana (2003) found that when teacher candidates have the opportunity to discuss their ideas on multiculturalism and diversity freely, they could develop positive attitude toward these issues and being a teacher in culturally diverse classrooms. Similarly, by providing space to discussion, teacher education programs in Vienna can help teacher candidates develop positive attitude toward teaching in culturally diverse classes. However, learning other cultures cannot be achieved only by teacher education programs. Teachers should explore the background of their student personally (Bennett 2007; Diller & Moule, 2005; Rothstein-Fisch 2003; Savage, 2011; Seeberg & Minick, 2012; Villegas & Lucas, 2002) and they should allocate time and energy to observe and interact with people from cultural

minority groups. Hence, teacher education programs should provide cross-cultural knowledge to teacher candidates, but at the same time should urge teacher candidates to develop their own cross-cultural competence.

The suggestions about teacher education agenda on professional development focused on opportunities for more practice in culturally diverse classes and for more coping strategies. In a similar way, teacher candidates reported that they need more practice. It seems they want teacher education programs in Vienna to provide practice opportunities in culturally diverse classrooms as suggested by Banks et al. (2005) and Darling-Hammond et al. (2005). On the other hand, the emphasis on coping strategies and conflict management could be seen in the suggestions as well. As it is indicated in the previous section, teacher candidates feel the need of coping strategies and the need of including these strategies in the agenda of teacher education programs.

Suggestions to teacher education programs offered another dimension related to teacher educators. Viennese teacher candidates asked for teacher educators who have more experience in culturally diverse classrooms and who have more expertise in that field. Another suggestion was having more educators with migration background. Wasonga and Piveral (2004) found in their study that the profile of university faculty plays an important role for the quality of training offered in the teacher education institutions. Hence, teacher educators should have expertise in multicultural education and experience as teacher in culturally diverse classroom. They can help teacher candidates more effectively when they have multicultural perspective. Cochran-Smith (2004) suggests that teacher educators should have expertise about cultural responsiveness and should judge their own competences by reflecting their expertise into the classes they offer. By doing that, they can identify the aspects they need more expertise and they can be more helpful to teacher candidates. It can be said that by investing on teacher educators (Villegas & Lucas, 2002), teacher education programs in Vienna can help teacher candidates.

Besides, teacher candidates asked for more cooperation with teachers from cultural minority groups. In the literature, it is emphasized that working in collaboration with teachers and teacher educators with diverse cultural backgrounds can prevent dominance of one culture (Banks et al., 2005; Darder, 1991) and enrich the discussion in the classes during teacher education (Capella-Santana, 2003). The studies conducted by Reiter and Davis (2011) and by Wasonga and Piveral (2004) found that the homogeneity of teachers in an institution might result in ignoring the multicultural perspective in teacher education. Teacher education institutions in Vienna might consider recruiting more teacher educators with migration background or they can engage teacher candidates in projects or workshops where they can listen to the experiences of teachers with culturally diverse background as suggested by Lea (2010).

For samples of reporting on suggestions to teacher education programs, see Appendix J.

5.1.6. Summary

The study tried to find out if having migration background, taking classes on multicultural agenda and the type of teacher education institution creates a difference with regard to perceptions of teacher candidates for their knowledge level about cultural diversity in Austria and their professional development level for teaching in culturally diverse classrooms. On the other hand, the study tried to find out how effectively teacher education institutions prepare teacher candidates for teaching in culturally diverse classrooms. The study asked the perceptions of teacher candidates with regard to their knowledge level about the cultural diversity in the country, about their professional development level, strengths, needs and predictions for teaching in culturally diverse classrooms. Finally, the study tried to explore what teacher candidates suggest to teacher education programs with regard to teacher education agenda to train teachers for culturally diverse classrooms.

This study found that having migration background increased teacher candidates' knowledge level about cultural diversity in Austria. However, having migration background did not increase the professional development level of teacher candidates to teach in culturally diverse classrooms. It is seen that teacher education in Vienna may not function well enough to make teacher candidates appreciate their migration background and reflect on it to develop competences of cultural responsiveness.

Another main finding showed that taking classes on multicultural agenda increased professional development level of teacher candidates to teach in culturally diverse classrooms but not the knowledge level of teacher candidates about cultural diversity in Austria. As it is suggested by the literature, taking classes in multicultural agenda should increase knowledge level about cultural diversity. However, teacher candidates, who took classes and who did not take classes on multicultural agenda did not differ in their knowledge about cultural diversity in Austria. Teacher education programs seem not to address this dimension effectively in the courses offered.

Preparedness level of teacher candidates for teaching in culturally diverse classrooms indicated that the knowledge level about the cultural diversity in Austria was rated slightly above the fair value. On the other hand, the rating for professional development level for teaching in culturally diverse classrooms was rated barely above the value of fair and lower than the knowledge level. It is seen that teacher education programs offer knowledge about cultural diversity in the country and preparation for teaching in culturally diverse classrooms fairly.

The results drawn from qualitative data showed that teacher candidates consider their personal characteristics and their attitude to multiculturalism as strength more than their professional skills. Similarly, this is consistent with their reporting about their needs. Teacher candidates listed needs for developing their personal characteristics at the lowest frequency. They need more knowledge on other cultures including, religion, customs, languages and histories. The predictions of teacher candidates showed that teacher candidates were not very optimistic neither pessimistic for their future teaching

experiences in culturally diverse classrooms. The prediction of language problems due to the German level of students was the mostly cited prediction. Finally, the suggestions to teacher education programs were parallel with the needs of teacher candidates. Teacher candidates asked for more knowledge and classes on other cultures and more practice in culturally diverse classrooms.

The study also yielded some conclusions about the correlation between the agendas of ministry and teacher education programs. The focus on encouraging interculturalism, multiculturalism and multilingualism by the Federal Ministry for Education, Art and Culture seems to exist partly in teacher education programs. The overall results showed that teacher candidates are not in the level of appreciating the experience of other cultures and helping shape cultural values in the society. On the other hand, teacher candidates do not feel ready to encourage multilingualism and see the diversity of languages as a source of problem. It can be discussed that it is hard to implement the policy of ministry if teacher education programs do not highlight these aspects in their agenda.

We can conclude that teacher education programs in Vienna equip teachers with fair knowledge of cultural diversity in the country. Moreover, teacher candidates seem to have a positive attitude for teaching in culturally diverse classrooms and for creating awareness of multiculturalism in their classrooms. High level of trust in the personal characteristics and high level of cross-cultural knowledge need are two notable findings related to Viennese teacher candidates. In addition, teacher education programs in Vienna are expected to offer more courses on multicultural agenda, more cross-cultural knowledge, more practice opportunities in culturally diverse classrooms, more classroom management skills and more skills to construct an inclusive class to increase the effectiveness of teacher education for culturally diverse classrooms.

5.2. Implications for Practices

This study has implications for teacher education programs in Vienna and for the teacher education programs in other countries that consider developing curriculum for teacher education for culturally diverse classrooms.

It is seen that asking teacher candidates their perceptions helped identifying the points to be addressed more in teacher education. On the other hand, teacher candidates helped to determine the effectiveness of the points that are already addressed in teacher education.

Teacher candidates were found to be ready to accept, understand, respect other cultures and cultural diversity however; they do not seem ready to address the injustices or inequalities in the society. Teacher education programs should address these issues in their agenda so that teacher candidates can develop critical perspective to judge the equity of opportunities in the society.

When the strengths and needs of teacher candidates are compared, it is seen that teacher candidates need more cross-cultural knowledge and professional-skills to handle culturally diverse classrooms. Teacher education programs should provide more information on other cultures and classroom management skills by classes addressing teaching in culturally diverse classrooms. Besides, teacher candidates should have opportunities to practice their leaning in real-classroom environment with culturally diverse students.

The predictions of teacher candidates about their future teaching experience in culturally diverse classrooms showed that teacher candidates are not optimistic or pessimistic about their future career with culturally diverse students. However, they predicted mainly language problems due to language diversity they will have in their classes. Teacher education programs should include the dimension of language education in teacher education programs. Teacher candidates should develop the positive attitude toward linguistic diversity and should not oppress non-dominant languages while trying to create a frame of communication with German.

On the other hand, teacher education programs offer a variety of language teaching departments. Due to dual system, teacher candidates can choose another language to study or any other subject matter. This can help addressing the mostly encountered languages in the class. However, the departments do not reflect the demographics of the country. The mostly spoken six foreign languages are in order of Turkish, Bosnian/Serbian, Croatian, Hungarian, Slovenian and Czech language. However, teacher education departments are available only for five of these languages and they are Bosnian / Serbian, Croatian, Hungarian Slovenian and Czech language. As it is seen, the most widely spoken foreign language is not offered in teacher education programs. Opening a Turkish teaching department can help to achieve the multilingualism suggested by the ministry and to appreciate the existence of Turkish as the mostly spoken foreign language.

The study also showed that teacher candidates talked about parents and community links only in negative context. Teacher education programs and interest groups can help developing positive attitude toward parents and community as they are stakeholders of the school system and they can be benefitted from to achieve multicultural and democratic society. Teacher education programs can organize opportunities for interaction with people from diverse background. So that teacher candidates may get rid of their biases and they can learn how to collaborate with parents.

The study also has implications for Turkey. Recently, Turkey has started to discuss the concept of multicultural education and focus on diverse groups. The democratization and Europeanization process of Turkey introduced innovations in educational planning. One of them is the list of teacher competencies prepared in 2008 by the Ministry of National Education (Amaç, 2012). Among the teacher competencies, there are items that focus on the need for teacher awareness of multiculturalism (TED, 2009). In addition, with the curriculum introduced in 2005, objectives of 1-5 grades courses gained multicultural perspective more than before (Polat, 2009). Especially social science courses and life science courses have directly stated objectives related to

multiculturalism while science, math and Turkish courses have indirect objectives related to multiculturalism. As the teachers have the key role for the achievement of these objectives, teacher preparation should be planned well. However, in the TALIS report, teachers in Turkey feel the need of training for teaching culturally diverse classrooms above the OECD average (OECD, 2010). Another study with teachers by Akar (2010) indicates that teacher feel incompetent with regard to classroom management in culturally diverse classrooms and that they are not equipped enough to handle culturally diverse classrooms. Studies with teacher candidates (Arsal, 2009; Polat, 2009; Karaman, Doğan & Çoban, 2010; Titrek, Önder & Karşlı, 2009) also revealed that teacher candidates believe that they are in need of multicultural education but they feel the lack of preparation.

Doing such a research in a county that has already included this focus in its policies was helpful to be able to understand the role of teacher education. As Turkey is starting to go through the construction of multicultural education, such a research may provide information about curriculum of teacher education programs for cultivating culturally responsive teachers.

Conducting this research as an external researcher who is not from Austria brought some challenges as well as some advantages. Being from Turkey, the most common source of immigration to Austria, created some trust issues among the participants as they were suspicious about the objectivity of the study. However, the study clarified many points reacted to teacher education in Austria. On the other hand, being an external researcher helped focusing on the details related to study context and evaluating the findings as a non-biased evaluator. The different study context also helped to gain a new perspective in the research related to teacher education and this new perspective can enrich the research on teacher education in Turkey.

This study also showed that exchange programs such as ERASMUS can be used to conduct research that provide deeper knowledge on the teacher education programs in

other countries. Such exchange programs and student mobility should be encouraged and more opportunities should be provided to conduct such a research abroad.

5.3. Implications for Further Research

This study found out that different from what is suggested by relevant literature, having migration background does not function as an advantage for Viennese teacher candidates in their professional development level for teaching in culturally diverse classrooms. Further research can investigate how having migration background could help teacher candidates develop more competence for professional development to be culturally responsive.

For further research, real-classroom environment can be investigated as well. Even if teacher education programs consider all the above listed dimensions and include them in their agenda, teacher education programs cannot assure helping to close the achievement gap between students from cultural minorities and students from dominant background. Hence, a longitudinal study needs to be conducted to determine if these views are reflected on teaching practices when teacher candidates get into the field and start teaching in culturally diverse classrooms. Besides, such a longitudinal study can show if teacher candidates' predictions match with their experiences in culturally diverse classrooms.

Some characteristics, which are important to be an effective and a culturally responsive teacher, were not focused almost at all. Characteristics such as being a team member, motivation, interest in students' problems and their family structure, urging students' interest, giving space to discussion, how to use various methodologies, lifelong learning, keeping equality in the class were listed as strength, need or suggestion by almost no teacher candidates. Further research can ask the perceptions of teacher candidates on these dimensions. It would be interesting to find out how to raise the awareness about these dimensions in teacher education. In addition, the competence to achieve collaboration with parents and community was not cited by teacher candidates

in a positive context. Further research can examine the perceptions of teacher candidates with regard to parent-community-teacher relationship.

For Turkey context, this study indicated the points that should be considered while preparing curriculum of teacher education for culturally diverse classrooms. However, for Turkey, the difference in the structure of diversity should be considered. The cultural diversity in Austria is sourced by generally immigration from other countries. On the other hand, Turkey has internal immigration within the country which creates the diversity of ethnicity and social class. The situation in Turkey may create some other needs to address in teacher education. Hence, further investigation should be conducted to see what other dimensions Turkey should consider while planning teacher education for multicultural society except the dimensions yielded by this study. A comparative study asking the perceptions of Turkish teacher candidates can point to the differences and similarities between these two countries with regard to perceptions about teaching in culturally diverse classrooms.

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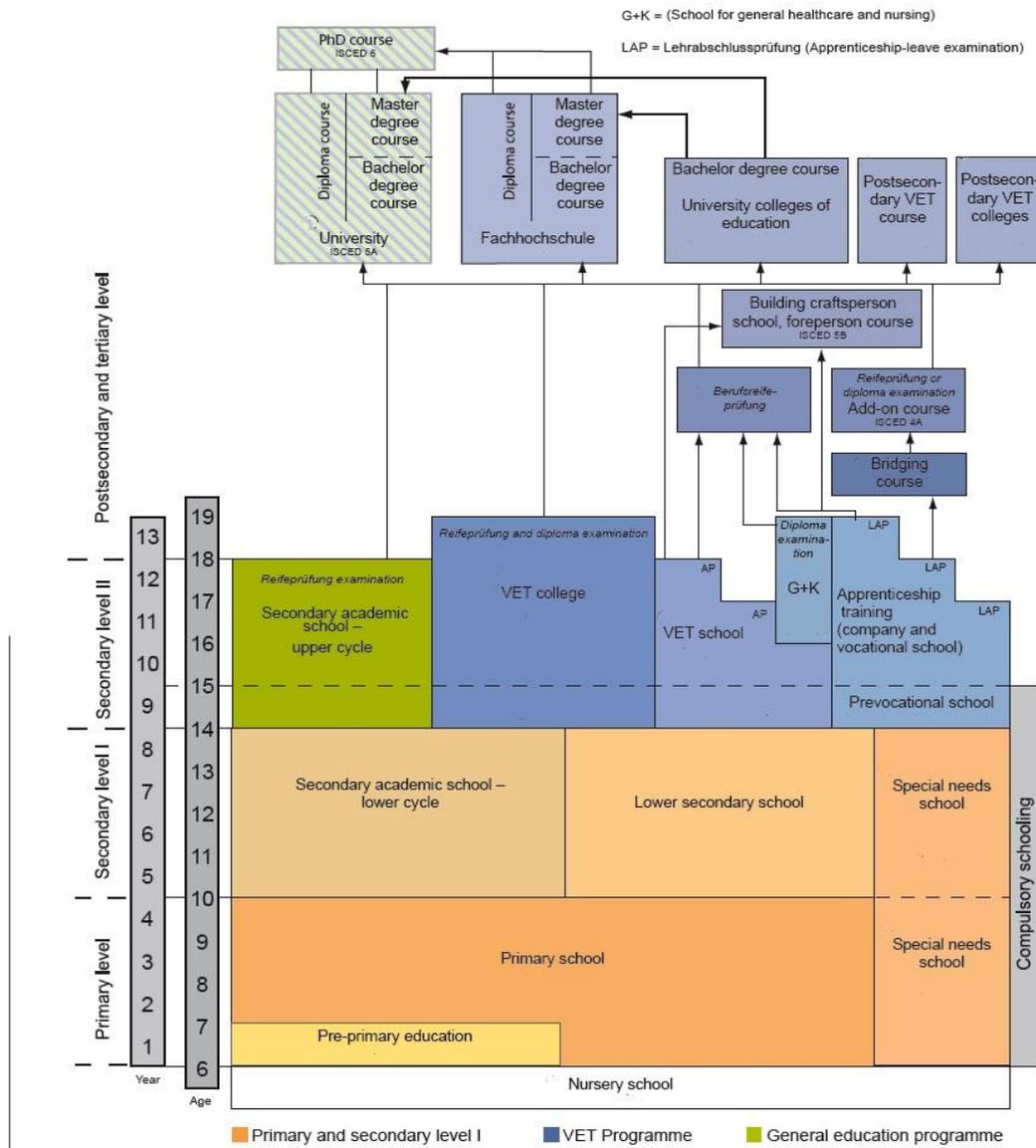
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APPENDICES

Appendix A: Austrian Schooling System

Austrian Education System



Appendix B: Data Collection Instrument

QUESTIONNAIRE FOR TEACHER CANDIDATES

This survey has been prepared to collect data for a study on Educational Equity Policies and Multicultural Education. This survey aims to explore teacher candidates' beliefs and ideas on their level of readiness to teach multicultural classes. Your answers are highly appreciated, and they will contribute to the improvement of teacher education programs regarding multicultural education. Please note that the questionnaire consists of four pages and three sections. Completion of the questionnaire will take approximately 10-15 minutes. Your answers and any identifying information will be kept strictly confidential and evaluated only by the researcher. Please answer all the items and do NOT write your name on the questionnaire.

Thank you for participating and providing data for research purposes.

M.Sc. Candidate Seyda SUBASI
seyda.subasi@hotmail.com

SECTION A. Background information. Please mark the right box or write the answer

1. Your gender: Female Male
2. Age:
3. Were you born in Austria? Yes No
If No, In which year did you arrive in Austria?
4. Was your father born in Austria? Yes No I do not know
5. Was your mother born in Austria? Yes No I do not know
6. Would you consider yourself as a person with migration background? Yes No
7. The language(s) spoken in your family: German Turkish B/K/S
Other (Please, specify):.....
8. For how many years have you been studying teacher education (LehrerInnenbildung)?
9. At which institution are you studying teacher education?
10. Which subject(s) will you teach?
11. So far, have you taken course(s) that address issues such as multiculturalism, multicultural education, multilingualism or migration?
Yes, courses that had these issues as a main topic
Somewhat, courses that had these issues a little bit
No

If Yes, Please indicate what topics have been addressed:

SECTION B. Please read the items in the table carefully and tick the box that fits you most

Please note that the term “Multiculturalism” refers to religious, ethnical, linguistic or cultural diversity

Use the following rating: 5-very good 4-good 3-fair 2-poor 1-very poor

How would you rate	5- Very Good	4- Good	3- Fair	2- Poor	1- Very Poor
1. your knowledge about immigration movements to Austria after World War II?					
2. your knowledge about refugee (Flüchtling) movements to Austria?					
3. your knowledge about current cultural diversity in Austria?					
4. the overall effectiveness of the courses you have taken so far in preparing you to teach multicultural classes?					
5. your preparation for managing a class with students having different native languages?					
6. your preparation for organizing a class to create awareness of multiculturalism among your students?					
7. your preparation for including different cultures in your lesson plan?					
8. your preparation for dealing with prejudice and negative stereotyping of your students against diverse cultures?					
9. your preparation for achieving collaboration among your students from different cultural backgrounds?					
10. your preparation for designing teaching materials that include the diverse cultures existing in your class?					
11. your preparation for managing the conflicts caused by diverse cultures and/or diverse languages in your class?					
12. your preparation for helping your students with immigrant background to integrate into the local society?					

SECTION C. Please provide answers to the questions 1-5

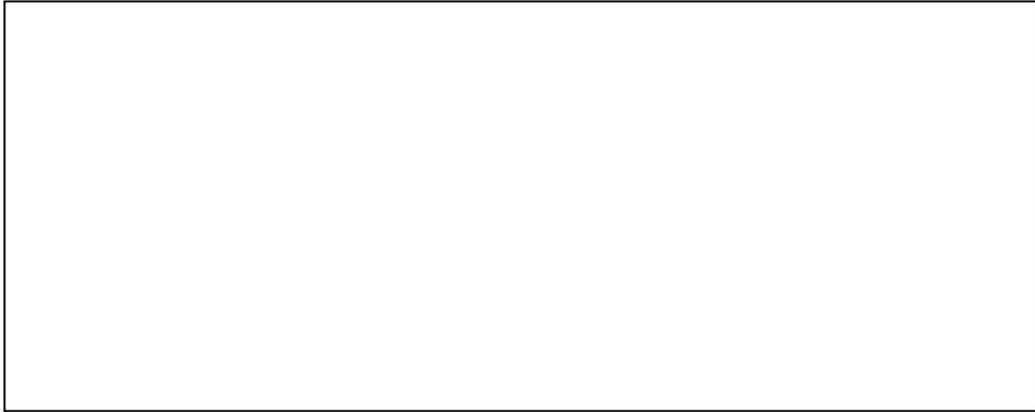
Please note that “Multicultural classroom” refers to the class where you have students with either diverse native language, cultural background, ethnicity or religion.

1. Imagine that you will be a teacher in a multicultural classroom, how would you foresee (vorhersehen) and describe your teaching experience?

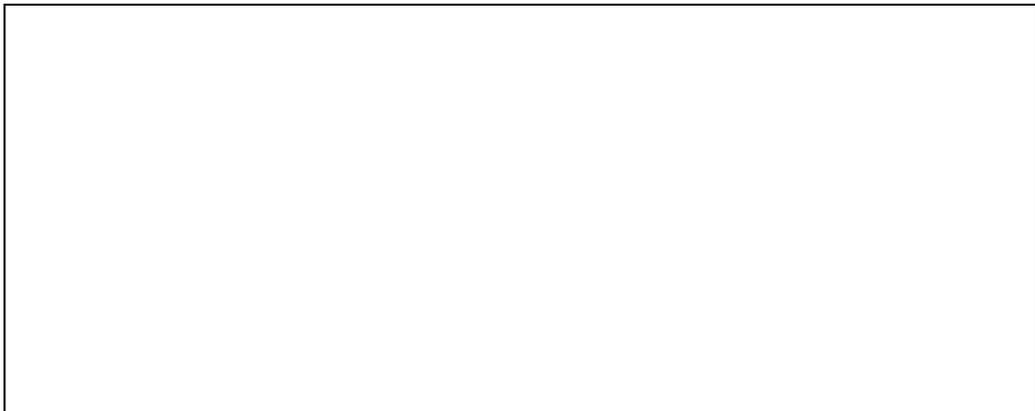
2. What would be your **personal strengths** and **teaching skills** to teach in a multicultural classroom?

3. To teach in a multicultural classroom what would you **need to improve** in your teaching?

4. What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?



5. Please include if you have any issue that you feel important but has not been mentioned above or you may contact the researcher via e-mail



Thank you for your collaboration

Appendix C: Data Collection Instrument (German Version)

FRAGEBOGEN FÜR ANGEHENDE LEHRER/INNEN

Der Fragebogen dient der Datensammlung für eine Studie zum Thema Multikulturalismus und Bildung. Ziel ist es Meinungen von angehenden LehrerInnen zum Unterrichten von multikulturellen Klassen zu erheben. Ihre Antworten sind daher wichtiger Bestandteil dieser Studie und können dazu beitragen, die Ausbildungsprogramme von LehrerInnen künftig zu verbessern. Der Fragebogen ist vier Seiten lang und beinhaltet drei Abschnitte. Das Ausfüllen dauert etwa 10-15 Minuten. Alle ihre Antworten und persönlichen Daten werden streng vertraulich behandelt und ausschließlich von der Forscherin ausgewertet. Bitte beantworten Sie alle Fragen und schreiben Sie ihren Namen NICHT auf den Fragebogen.

Vielen Dank dass Sie sich beteiligen und Daten für Forschungszwecke zur Verfügung stellen.
M.Sc. Candidate, Seyda SUBASI
seyda.subasi@hotmail.com

Abschnitt A. Hintergrundinformationen. Bitte markieren sie die richtige Antwort oder schreiben Sie sie auf die gestrichelten Linien

1. Geschlecht : Weiblich Männlich

2. Alter

3. Wurden Sie in Österreich geboren? Ja Nein

Wenn nicht, In welchem Jahr sind Sie nach Österreich gekommen?

4. Wurde Ihr Vater in Österreich geboren? Ja Nein Weiß nicht

5. Wurde Ihre Mutter in Österreich geboren? Ja Nein Weiß nicht

6. Sehen sie sich selbst als Mensch mit Migrationshintergrund? Ja Nein

7. Welche Sprachen sprechen sie zu Hause mit ihrer Familie?

Deutsch Türkisch B/K/S Andere:.....

8. Wie lange studieren Sie bereits ein Lehramt? (Jahre)

9. Auf welcher Hochschule werden Sie zur Lehrkraft ausgebildet?.....

10. Für welche Fächer werden Sie ausgebildet?.....

11. Haben Sie bereits Kurse besucht, die Multikulturalität, Multilingualität oder Migration behandeln?

Ja, diese Themen waren Hauptgegenstand der Kurse

Ja, diese Themen wurden in den Kursen teilweise behandelt

Nein

Wenn ja, bitte schreiben Sie, welche Themen konkret behandelt wurden:

.....

Abschnitt B. Bitte lesen Sie die Fragen in der Tabelle und wählen Sie, was für Sie am meisten zutrifft.

„Multikulturalismus“ meint religiöse, ethnische, sprachliche- oder kulturelle Vielfalt.

Bitte bewerten Sie auf folgender Skala:

5-Sehr gut 4-Gut 3-Befriedigend 2-Schlecht 1-Sehr schlecht

Wie beurteilen Sie	5-Sehr gut	4-Gut	3-Befriedigend	2-Schlecht	1-Sehr schlecht
1. Ihr Wissen über Migrationsströmungen nach Österreich nach dem zweiten Weltkrieg?					
2. Ihr Wissen über Flüchtlingsströmungen nach Österreich?					
3. Ihr Wissen über die verschiedenen Kulturen, die sich heute in Österreich finden?					
4. die Nützlichkeit Ihrer Ausbildung (bis jetzt) zur Vorbereitung auf den Unterricht in multikulturellen Klassen?					
5. Ihre Fähigkeiten eine Klasse mit verschiedenen Muttersprachen zu unterrichten?					
6. Ihre Fähigkeiten SchülerInnen ein Bewusstsein für verschiedene Kulturen zu vermitteln?					
7. Ihre Fähigkeiten Elemente verschiedener Kulturen in ihren Unterricht einfließen zu lassen?					
8. Ihre Fähigkeiten mit Vorurteilen von SchülerInnen gegen andere Kulturen umzugehen?					
9. Ihre Fähigkeiten SchülerInnen verschiedener Kulturen zum Zusammenarbeiten zu bewegen?					

10. Ihre Fähigkeiten Unterrichtsmaterialien herzustellen, die die verschiedenen Kulturen ihrer Klasse thematisieren?					
11. Ihre Fähigkeiten mit Konflikten in der Klasse umzugehen, die aus unterschiedlichen Kulturen oder Sprachen resultieren?					
12. Ihre Vorbereitung SchülerInnen mit Migrationshintergrund bei der Integration zu helfen?					

Abschnitt C. Bitte beantworten Sie die Fragen 1-5

„Multikulturelle Klassen“ meint Klassen, in denen SchülerInnen verschiedene Muttersprachen, Religionen, oder kulturelle bzw. Ethnische Hintergründe haben

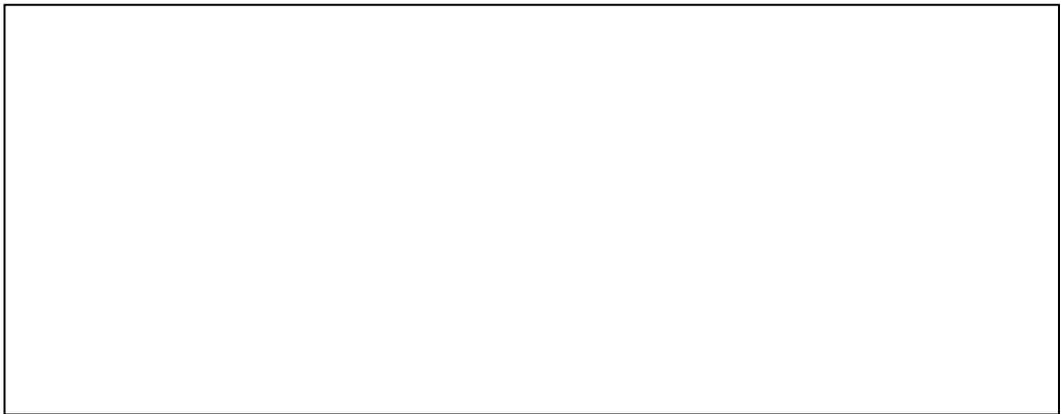
1. Stellen Sie sich vor, Sie würden eine multikulturelle Klasse unterrichten. Welche Erfahrungen würden Sie dabei machen?

2. Was wären Ihre **persönlichen Stärken** und **Fähigkeiten** beim Unterrichten multikultureller Klassen?

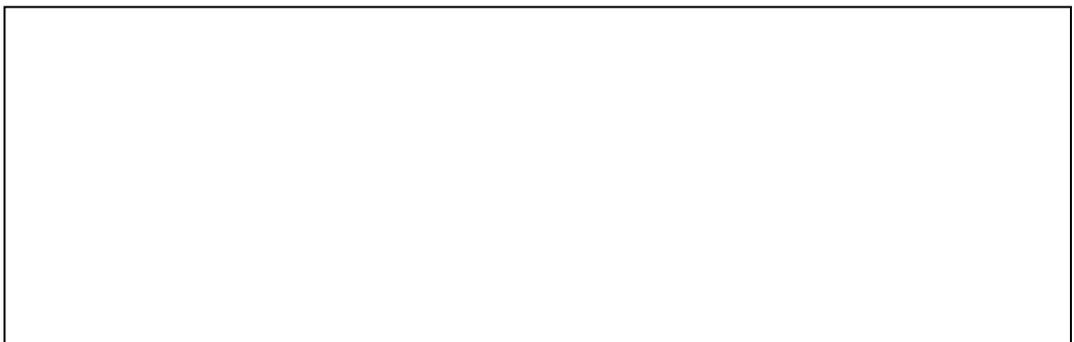
3. Was glauben Sie müssten Sie **verbessern**, um multikulturelle Klassen besser unterrichten zu können?



4. Wie könnte Ihrer Meinung nach die Ausbildung von LehrerInnen bezüglich Gleichheit und Multikulturalismus verbessert werden?



5. Falls es Ihrer Meinung nach noch wichtige Aspekte gibt, die nicht angesprochen wurden, bitte schreiben Sie diese hier auf oder kontaktieren Sie die Forscherin per E-Mail



Appendix D: Consent Form

INFORMED CONSENT FORM

This survey study is a part of a Master's thesis, which is conducted by Seyda SUBASI. The aim of the study is to collect data about teacher candidates' about teaching multicultural classes. Participation in the study must be on a voluntary basis. No personal identification information is required in the questionnaire. Your answers will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes.

The questionnaire does not contain questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the survey (i.e., data collector) that you have not completed the questionnaire.

After all the questionnaires are collected back by the data collector, your questions related to the study will be answered. I would like to thank you in advance for your participation in this study. For further information about the study, you can contact Şeyda SUBASI (Tel: 06804456619; E-mail: seyda.subasi@hotmail.com)

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name Surname

Date

Signature

.....

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.....

Appendix E: Preliminary Code List

PILOT SAMPLE- CODES

Number of Q.naire	First Question	Second question	Third question	Forth question
6	Austrian kids can learn new cultures, horizon enlarge, better history learning, language problems, cultural misunderstanding, gender problems (as a female teacher)	Open character, patient, good listener, acting meditatively	More language and background knowledge	More practice with immigrants, more knowledge of background and migration
14	Language problems, enrichment by diversity of cultures	Empathy for students from “foreign” environment	Linguistic expression	Project courses to learn other cultures/religions /languages, experiential reports to disseminate experiences in classes wmb
35	Learning fests of other religions/183oun tri, hearing foreign languages	Recognition of all cultures, sincere interest and politeness to other cultures respect for parents, “ I am OK, you are OK”	Subject knowledge, knowledge of backgrounds, dealing with conflicts of different cultures, argumentation strategies against hostilities	More seminars in this theme, reflecting own experiences, elective classes, knowledge of background
50	Challenging, learning on backgrounds of class, confusion	Patience, optimism, willingness to learn, curiosity	Knowledge of different cultures, contact with non-	Educators should get educated, exams on tolerance and

	at the beginning, enlarge the horizon		German speaker kids	openness during training, discussing experiences of practices in culturally diverse classrooms, horror story
57	Lots of languages, difficult parental work, different holidays, lots of religions	Understanding, connecting all holidays in the class, cultural/ religious openness	Knowledge of foreign languages, more knowledge of cultures, German as second language	Practice and more lectures in this theme
76	Different fests of different religions, different customs of different religions	Interest, tolerance, all the same	The German knowledge of Ss, the approach of parents to school	More discussion
80	Experiencing fests traditions of other cultures, inclusion of different cultures in the class, difficulties, many children not knowing our culture and our language	Equal treatment, welcoming class for kids, sharing by students	Knowledge of languages and cultures of pupils	Change of all school system
98	Language problems, understanding problems, carefully selected working material	Patience, helpfulness	Openness to other cultures, tolerance, perfectionism, ambition	Openness to other cultures, more lectures in the university, better information
115	Learning other cultures	Openness, tolerant, no prejudice	Knowledge of other religions/ cultures	Intensive seminars over the theme
123	complications due to different	Equal treatment	Knowledge of cultures and	Practice teaching in multicultural

	cultures and views, necessity of regular discussion and dealing, early prevention effort		languages in my class	class
152	Learning other cultures, discussion in other languages, learning other traditions, creating more respectful environment	Respectful and unprejudiced environment with Ss wmb	More knowledge of immigration in Austria	Seminars in these theme
189	....	Being in a multicultural class, being sensitive to multiculturalism, tolerant to accept diversity, include Ss' experience	More classes on multiculturalism	Entrance exam for teacher candidates, testing the level of tolerance, more classes with Ss wmb
193	Inclusion of all, present everyone, interesting. No focus on place of birth	Respect for background, inclusion of backgrounds	Learning cultures and country histories	Talking about prejudice
198	Difficulties in German, raising vocab. Knowledge	Fairness, teaching other cultures	A lot	How to teach different levels of German in the same class
202	Fairness, equality, acceptance	Ss should accept they are different but it is not a bad thing	....	No idea
207	Adjust lesson to the background, speaking with Ss personally	Inclusion of other languages/ cultures	How to deal with conflicts, learning their cultures, making them feel comfortable	How to deal with conflicts, learning their cultures, making them feel comfortable
213	Understanding, conflicts, challenges	Opened, interest	Background knowledge	More practice
218	Different	Open-minded, ability	Knowledge of	History

	languages	to explain in different ways	other cultures	
225	Dealing with parents, women are not respected in some cultures, hard for a female teacher	Inclusion of fests, cultures	Accepting language problems, dealing with language problems	Dealing with parents, hard for a female teachers, women are not respected
228	Class full of non-German speakers, hard to get training	No stereotyping, speaking with Ss about their cultures	History of other countries, gender aspects	History, facts
234	Children speak own mother tongue, necessity to learn other cultures and other languages	Equal treatment, knowledge of various cultures and religions, interest on the background of Ss	Knowledge of cultures in the class, knowledge of dealing with parents	Guest speakers from other cultures/ countries, information of dealing with children wmb, learning the customs of other cultures
238	All the same children	Accepting all, openness	Background knowledge	More possibilities of practice
241	Challenging	Interest for languages, respectful attitude, open class	Knowledge of other cultures	Teaching cultures of other countries
248	Private problems of pupils, different language abilities, trust of parents in school system	Knowledge on other cultures, creativeness, experience of previous job	Knowledge of dealing with different levels of German, knowledge of supporting school system (school psychology)	Practice in culturally diverse classrooms, contact with youth/social workers, practices of other countries in dealing with immigrants
251	Problems among Ss wmb, coping with problems	No prejudice, understanding	Knowledge of different cultures, objectivity	Inclusion of topic in T training, coping strategies
260	Understanding	Knowledge about culture	Language, time	Reflecting on world issues language basics

262	Hard to understand, cultural background	Speaking good German, inclusion of all	Different teaching materials, describing things in different ways	More materials for different types of learning
286	Effort to integrate, treat everybody equally	No prejudice	More knowledge about cultural background	Teaching more cultures
288	Happy, mix of Austrian and pupils wmb	Integrating other cultures in class, inclusion of other cultures, asking Ss their cultures	Improving poor German knowledge	Teaching how to deal with prejudice and stereotypes
297	No difficulties	Equal opportunities	More experience	Providing more materials to teachers, making teacher more aware
306	Difficult, be flexible, fight, prejudice, support needed, mobbing	Emphatic, calm, supportive	Understanding the situation of Ss, understanding Ss' perspective, learning relevant cultures	Supporting studying abroad, courses about other cultures, more acceptance of other cultures
315	Speak in the first class, get help from someone	English, friends from other cultures	English, understanding other cultures, helping everybody feel comfortable	Learn more about other cultures, more ethical teaching
317	Difficult to handle, difficult to create atmosphere for all, big communication problems	Pedagogical tact, understanding of differences btw Ss, respect	Understanding them	Teaching other religions in the country, not having prejudice, understanding every religion
324	Interesting to teach, all pupils are different	Research about multicultural class, interest in all cultures	Facts about habits, cultures, languages, getting to know every pupil, understanding,	...

			patience	
333	No child is the same	No prejudice, see beyond religion/ethnicity	Sensible for cultural differences	Presenting popular ideas of other cultures
342	Not enough experience	.....	More experience	Knowledge about ethnic minority
351	Conflicts, arguments, prejudice, sensibility, understanding, language issues	Sensibility, knowledge of youth/culture	Knowledge about other religion, family structure, language, culture, tradition, sensibility, respect, tolerance, open minded, no prejudice	More study about other countries/188oun tri/traditions/ religion, preparation to conflicts
359	Happiness, liking	Giving time to all Ss to focus	Speaking	Fairness, knowledge about cultures
369	Include all pupils, treating everybody same	Open-minded	More experience	Daf/daz classes, helping Ss improve language
378	Information collection	Accepting ideas, interest in solving problems, interest in learning other cultures, treating as a "normal" class	More information of background, history, input	Courses
386	Hope for a positive experience	Try to solve problems btw Ss, show other cultures	....	....
393	Interesting to learn different cultures, difficult experience, difficulties with boys, hard to control ethnical problems	Migration background, openness to cultures, used to deal with other cultures	Boys wmb may not take serious a female teacher	Different cultures, different religions, different ideologies

396	Difficult, creating a neutral atmosphere, equality among pupils, a great challenge to grow as a T, great experience, get to know the Ss, understand the situation	Experience in 2 cultures, spontaneous, flexible, curiosity, interest in other cultures, discipline to create a frame in class	Knowing Ss heritage	Knowledge about the issue
405	Problems within nations, quarreling, seeing the point of every child, find a solution	Listening problems of Ss, patience, finding solutions with Ss, openness to cultures	More knowledge of cultures in the classes	Understanding foreign cultures, respect, how to deal with pupils wmb, the background of foreign cultures, teaching Ss how to deal with each other
413	No difference btw pupils, no German problem, no quarrels or discrimination	Interest in cultures, inclusion every culture/religion/language, using social games	Being a team teacher	Different religions, insight in primary schools of other countries, preventing bullying / discrimination, teaching in 2 languages, helping Ss in the class
429	Being open to problems/ ideas/conflicts, awareness, cutting out stereotypes	English/Italian, interest in cultures/languages	More knowledge of cultures in the classes	Projects on cultures/189ountries, cut out stereotypes, other cultures
431	Being careful, respect different cultures, mutual respect among T-Ss	Tolerant, open-minded	Knowledge about other cultures	More about other cultures

440	Acceptance of each other among pupils, pupils forget their prejudice, speaking about religion, ethnicity, cultural background	No prejudice, accept people as they are	More knowledge of religions	I took courses but not know if they are effective
445	Interesting, hard to teach, different languages, difficulty in German	.....	More knowledge of different languages, more knowledge of different cultural backgrounds	.....
445	Not having practice but theory	.....	
458	Difficult, presentation of all cultures in the class	Teaching personally, make Ss feel accepted	.....	More discussion

Wmb: with migration background

Appendix F: Final Code List

Codes for Strengths	
Strengths with regard to personal characteristics	
Codes	f
Patience	52
Tolerance	49
Understanding	36
Good communication skills	16
Helpfulness	14
Respectful	12
Sensitiveness	10
Creativeness	7
Optimism	3
Sympathetic	2
Being team member/ professionalism	2
Reliable	2
Intellectual	1
Personality/ attitude	1
Strengths with regard to attitude to multiculturalism	
Codes	f
Openness to all cultures	99
Interest in other cultures	63
Early life experience	57
Not prejudiced against people wmb	44
Knowledge on other cultures	35
Migration background	30
Respect to all cultures	29
Foreign language knowledge	25
Empathy for Ss wmb	25
Seeing good things of a culture	4
Sensitiveness to religions	2
Knowledge on refugees/ immigrant situation	1
Interest in human rights	1
Strengths with regard to teacher professionalism	
Codes	f
Pedagogical tact	38
Conflict management	32
Equal treatment to all students	30
Fairness	19
Accepting all as they are	9
Good German skills	7
Motivation to teach	5
Interested in Ss problems	2

Ability to integrate Ss to society	2
Body language skills	2
Leaving all personal attitude outside class	2
Treating as a 'normal' class	2
Strengths with regard to developing multicultural climate	
Codes	f
Including all backgrounds in teaching	41
Inclusive class	23
Speaking to kids about their background	14
Help Ss to learn from each other	13
Others	
Codes	f
No strengths yet	7

Codes for Needs	
Needs with regard to personal characteristics	
Codes	f
Need for building Tolerance	7
Need for building patience	7
Need for ambition	3
Need for building self-confidence	3
Need for perfectionism	1
Needs with regard to cross-cultural knowledge	
Codes	f
More knowledge on other cultures	123
More knowledge on other languages	104
More knowledge on the backgrounds of own Ss	54
More knowledge on other religions	30
Openness to other cultures	20
More knowledge on the traditions of other cultures	18
More interaction with immigrants	14
Need for awareness of own cross-cultural competences	14
More knowledge on different backgrounds living in Austria	13
More knowledge on country histories	13
More knowledge on multiculturalism	11
More understanding about the situation of Ss wmb	8
More understanding about the perspectives of Ss wmb	7

Political correctness	4
More knowledge on family structure of other cultures	2
Needs with regard to culturally diverse classroom management	
Codes	f
How to deal with cultural conflicts	33
How to deal with culturally diverse classes	16
Necessity of Being careful	15
Necessity of creating a frame of communication in class	15
How to deal with language problems	8
Teaching respect	8
How to deal with prejudice	6
How to bind cultures in class	5
Speaking good German as teacher	5
Making students feel comfortable	5
Being able to keep equality in class	5
Urge the interest of Ss	3
Get to know every kid	2
More knowledge on how to deal with parents	1
How to deal with different fests	1
Giving space to discussion	1
Real class environment will show	1
Gestures education	1
Pedagogical needs	
Codes	f
More experience in a cross-cultural class	32
More courses on multicultural teaching	23
How to create teaching resources	12
How to create appropriate lesson planning	12
Development of teaching skills	9
Being a team teacher, exchange	4
How to describe things in different ways	4
LLL	1
Needs for an innovative organizational culture	
School system specific issues	
Codes	f
Support from mentor teachers / external support	11
Smaller classes (fewer Ss wmb)	6
More adequate teaching materials	6
Second teacher in class	4
Knowledge on available support services	3
Better materials	1
Change all school system	1

Language specific issues	
Codes	f
DAZ/ DAF classes	8
Improving the German knowledge of Ss	6
English level of teachers	4
More teachers with other languages	2
Additional classes in mother tongue of students	2
Further education of Ss with mig. background	1
More language teachers	1
Expectations of improvement from others	
Codes	f
Acceptance of differences by Ss	8
Gender problems (parents)	5
The approach of parents to school	4
Community support	1

Codes for Predictions			
Predictions with regard to whole-class experience			
NEGATIVE		POSITIVE	
Codes	f	Codes	f
Language problems	75	Learning other cultures	61
Challenging experience	68	Experiencing different cultures in class	51
Conflicts	49	Interesting experience for all	34
Communication problems	18	Inclusion of all backgrounds in the class	20
Prejudice among Ss	16	Learning customs of other cultures	20
Mobbing related to gender	14	Horizon enlarging	20
Not accepting other cultures	12	No difficulties	17
Parents-related problems	11	Acceptance of each other	17
Cultural misunderstandings	11	Learning other languages	13
Cultural specific problems among Ss	8	Learning other feasts	9
Unsettlement at the beginning of the school year	8	Learning openness to new ideas	8
Group building of Ss from same nations (clicks)	6	Understanding the situation of multiculturalism	8
Religious problems	5	No German problem in English classes	5
Excluded students	5	Learning other religions	5
Eating differences	3	Learning other life styles	5
Racism	3	Learning family structures of	5

		other cultures	
Fest problems	2	Regular discussion	4
Slow learning	1	Learning background of Ss	4
		Curiosity among students	3
		Group work of different people (including teacher)	3
		Group work of different people (including teacher)	3
		Group work of different people (including teacher)	3
Predictions with regard to teacher experience			
Codes			f
Great experience as a teacher			26
Having to deal with problems			26
Unpredictable experience			16
Giving space to all students			11
Treating all students the same way			10
Learning how to solve conflicts			6
Learning how to deal with multiculturalism			4
Transfer own migration background			3

Codes for Suggestions	
Suggestions with regard to multicultural awareness	
Codes	f
More seminars on multiculturalism	86
More knowledge on other cultures	61
More discussion about multiculturalism	50
More knowledge on other languages	25
More knowledge of background/history	19
More knowledge on migration	14
Sharing real life experiences in culturally diverse classrooms	10
More knowledge on religions	11
More knowledge on customs of other cultures	9
Knowledge on the practices of other countries related to multicultural agenda in teacher education	8
More knowledge on other countries	6
Guest speakers from other cultures	6
Support studying abroad	5
Inclusion of world issues	3
Knowledge on multicultural change in society	2
More knowledge on different ideologies	1

Suggestions with regard to professional development	
Codes	f
More practice with students with mig. background	74
How to handle culturally diverse classrooms	27
Openness to other cultures	22
Coping strategies for cultural conflicts	21
How to teach in multilingual classes	17
Project courses about other cultures	10
Coping strategies for language conflicts	8
Coping strategies with prejudices	6
How to prevent racism	6
Further education	5
Coping strategies for parental conflicts	3
How to integrate Ss into the society	3
Good German classes for teachers	3
Humanity	2
Ensuring only 1 language in class	2
Suggestions with regard to teacher educators	
Codes	f
Educators with migration background	8
Team teaching of teacher educators with teachers wmb	7
Teacher educators with more experience	4
More informative teacher educators	1
Others	
Codes	f
No idea	14
No need for change in Austria	6
It comes by individual not education	5

Appendix G: Mean Plots

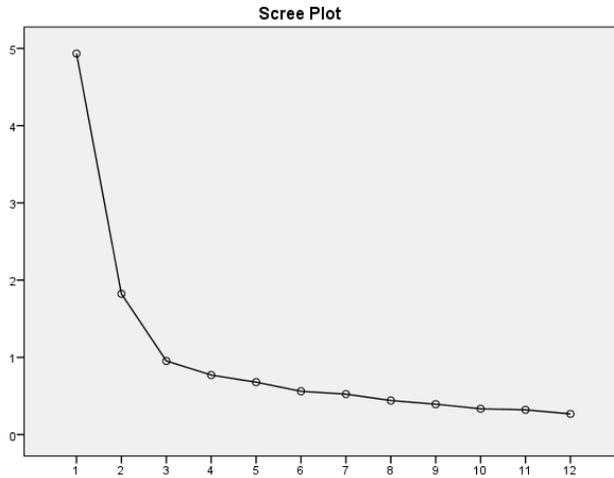


Figure 1. Screen Plot of the Factor Analysis

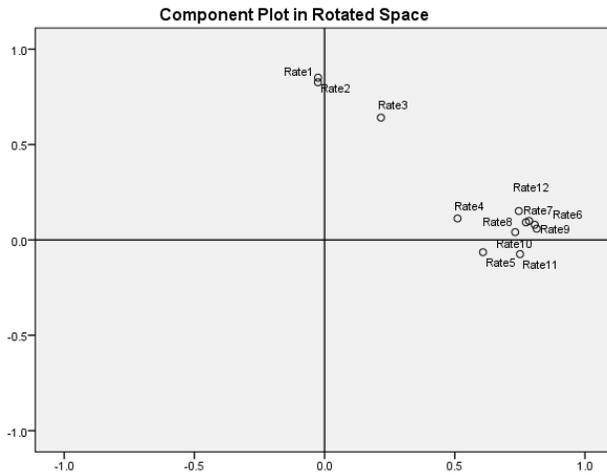


Figure 2. Component Plot of Factor Analysis

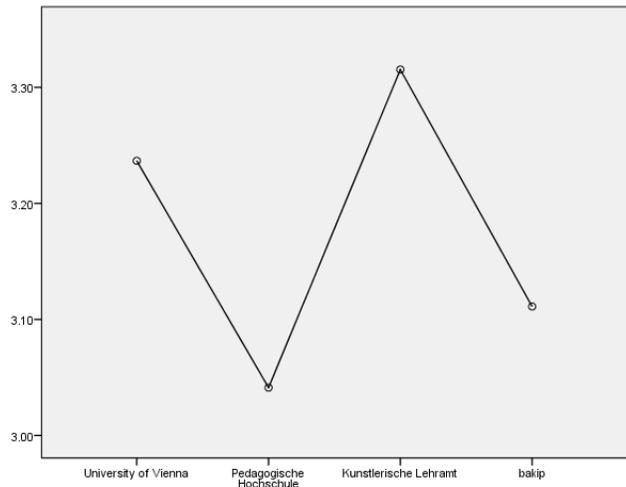


Figure 3. Profile Plot for Estimated Marginal Means of Teacher Education Institution with regard to Knowledge Level

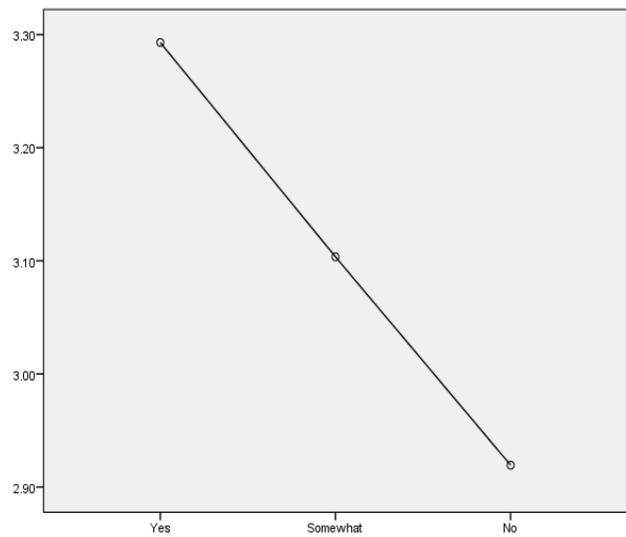


Figure 4. Profile Plot for Estimated Marginal Means of Taking Classes on Multicultural Agenda with regard to Professional Development Level

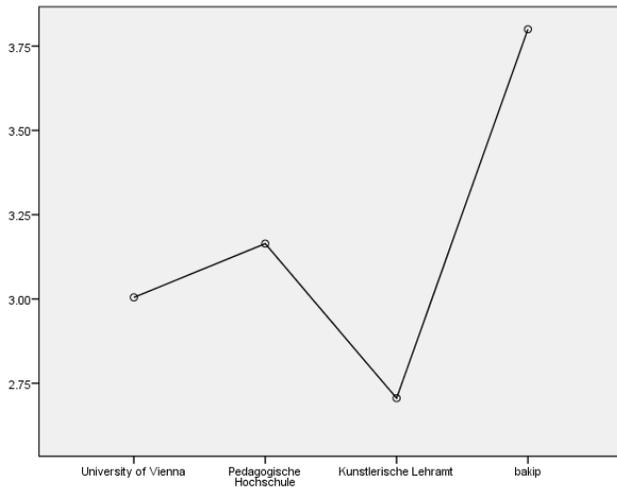


Figure 5. Profile Plot for Estimated Marginal Means of Teacher Education Institution with regard to Professional Development Level

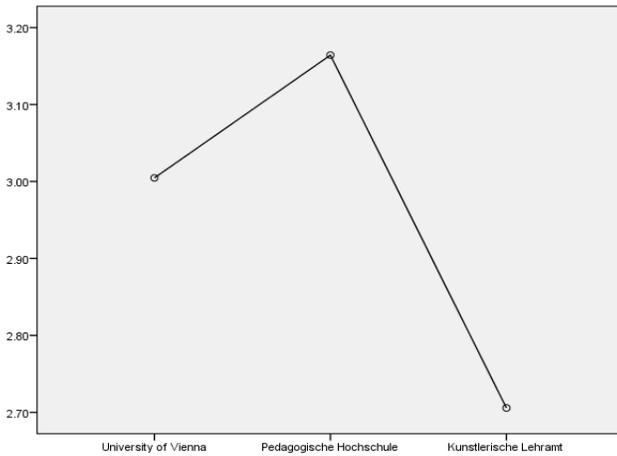


Figure 6. Profile Plot for Estimated Marginal Means of Teacher Education Institution (Educational Institute for Kindergarten Pedagogy Excluded) with regard to Professional Development Level

Appendix H: Samples for Strengths and Needs

2. What would be your **personal strengths** and **teaching skills** to teach in a multicultural classroom?

my own background

3. What would be your **personal strengths** and **teaching skills** to teach in a multicultural classroom?

I don't want to teach in a multicultural classroom.
I would like to make first experience in a "normal"
class to get prepared for a multicultural classroom.
#

2. Was wären Ihre **persönlichen Stärken** und **Fähigkeiten** beim Unterrichten multikultureller Klassen?

Ich finde, dass nicht besonders auf die verschiedenen Kulturen eingegangen werden soll - das ist Privatsache.

Im Unterricht sollte das Wissen /lehren und das Fach selbst im Mittelpunkt stehen!

2. What would be your **personal strengths** and **teaching skills** to teach in a multicultural classroom?

Integrating other cultures in material, open minded and tolerant towards other cultures.

Enhancing interest in other cultures / ethnicities

2. What would be your **personal strengths** and **teaching skills** to teach in a multicultural classroom?

able to be empathic
calm
Support

3. To teach in a multicultural classroom what would you **need to improve** in your teaching?

Knowledge about the cultures,
Authority and Respect, maybe
I could introduce the pupils
to show their hometown / land, their
families, ~~the~~ we should make it
together

3. To teach in a multicultural classroom what would you **need to improve** in your teaching?

More practice

3. To teach in a multicultural classroom what would you **need to improve** in your teaching?

Knowledge of cultural backgrounds, ...

3. To teach in a multicultural classroom what would you **need to improve** in your teaching?

I would try ~~to~~ not to prefer some students. I also would teach things, which are maybe unusual for Austrian students. I want to learn them to accept all cultures.
I think that in a multicultural classroom I would have to make some compromises and treat all students equal.

Appendix I: Samples for Predictions

1. Imagine that you will be a teacher in a multicultural classroom, how would you foresee (vorhersehen) and describe your teaching experience?

I think I would have problems, especially in communication (when a child wants to say sth. but can't explain in English or German but only in their mother tongue)

1. Imagine that you will be a teacher in a multicultural classroom, how would you foresee (vorhersehen) and describe your teaching experience?

unexpected behaviour towards pupils from other cultural backgrounds
involving students' native languages for teaching (grammar)
getting to "know" the cultures / special celebrations (Christmas, Easter)

1. Imagine that you will be a teacher in a multicultural classroom, how would you foresee (vorhersehen) and describe your teaching experience?

- mixing cultures
- listen to experiences for better understanding
- once a week, one pupil present her own country

- Imagine that you will be a teacher in a multicultural classroom, how would you (vorhersehen) and describe your teaching experience?

Maybe it would be difficult but a great experience.

1. Imagine that you will be a teacher in a multicultural classroom, how would you foresee (vorhersehen) and describe your teaching experience?

I think it's gonna be very hard to get to know the children and I don't know, help them to learn their own language so they could really learn German.

Appendix J: Samples for Suggestions

4. What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?

extra classes about this topic,

4. What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?

Children should be taught German as soon as possible when they come to Austria, so that it's not so difficult in school.

4. What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?

auf jeden Fall sollten Sprachen, bzw. Grundkenntnisse in den häufigsten Migrationssprachen gelehrt werden. Interessant wäre auch das Hospitieren gezielt in Klassen m. Migrationshintergrund.

4. What would you suggest teacher education programs to include into their agenda about equity and multiculturalism in schools?

I think there should be courses to learn how to react in difficult situations

Appendix K: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : SUBAŞI

Adı : ŞEYDA

Bölümü : EĞİTİM PROGRAMLARI VE ÖĞRETİM

TEZİN ADI (İngilizce): TEACHER CANDIDATES' PREPAREDNESS FOR TEACHING IN MULTICULTURAL CLASSROOMS IN THE VIENNESE CONTEXT

TEZİN TÜRÜ : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: 01.07.2013