

# The effect of critical thinking dispositions and democratic values of pre-service EFL teachers on their multicultural self-efficacy: A structural equation modeling approach

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## ABSTRACT

The present research aims to investigate the effect of English as a foreign language (EFL) teachers' critical thinking dispositions and democratic values on their multicultural self-efficacy. Data were collected with 275 pre-service EFL teachers at different universities in several cities of Turkey. Participants' selection was based on convenience sampling and participants voluntarily took part in the study. Three types of data collection instruments were used: a critical thinking dispositions scale, teacher democratic values scale and a multicultural self-efficacy scale. In this study, the correlational survey method was used, and a model was designed to determine the effect of critical thinking dispositions and democratic values of pre-service EFL teachers on their multicultural self-efficacy. The model was tested by AMOS. The fit indices were at the acceptable level and it was determined that the model explains approximately 57% of multicultural self-efficacy. In order to analyze the data, Structural equation modeling (SEM) was performed. The findings revealed that both critical thinking dispositions and democratic values are the significant predictors of multicultural self-efficacy and they affect pre-service EFL teachers' multicultural self-efficacy in a positive way.

## 1. Introduction

Political, socioeconomic and cultural globalization have led to international mobilization of citizens from different cultural backgrounds in the world. In effect, this international mobility also gives birth to a new notion and approach to education. As a consequence of the civil rights movement, multiculturalism, as a concept and policy, was first used in the early twentieth century to recognize the cultural differences (Canen & Peters, 2005). In parallel with the political, ideological and cultural changes in the global world, multicultural education aims to reform schools and educational institutions in order to offer equal education to learners from different cultural backgrounds (Banks, 1993a). However, with the exacerbation of global matters, educators see that the anti-immigration, anti-multiculturalism movements, and the homogeneity of principles and policy decisions in education have also become challenges for the notion of multiculturalism (Canen & Peters, 2005; Lee et al., 2019). Therefore, multicultural education and multicultural competence become essential for students from diverse linguistic and ethnic backgrounds in order to make a connection with others and work and act out efficiently in diverse settings (Bista, 2022; Johnson & Caraballo, 2019). For this reason, teachers are

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the first to provide equitable education with students to implement multicultural education and stand in relation to students from different culture and race; that is, there is a need for culturally competent teachers (Paccione, 2000). In other words, teachers need to be prepared to offer cultural instruction that fits these students' needs in diverse settings.

In this regard, willingness to benefit from global capital and immigration lays stress on the issue of L2 learners from linguistically and culturally diverse backgrounds (Ning, 2008). In language education, teaching cultures and having background knowledge about students from diverse cultural backgrounds become prominent in an EFL classroom (Mirici, 2021). As meaning making occurs in any culture between social agents in mutual relationships that incorporate discourse and identity of social agents, understanding *multiculturalism's* relationship to English language teaching has come to the forefront (Ning, 2008). Referring to the significance of using English in the context of multiculturalism, Tanaka (2006) says that:

Within the context of using English as a lingua franca, the interaction of 'my English' and 'your English' takes place on the assumption that mutual understanding is indeed possible. Intuitively, however, we all know that communication for mutual understanding always accompanies some form of anxiety. Surely, we believe in mutual understanding; at the same time, we wonder whether or not our intended meaning is interpreted correctly. (p.62)

Herein, the main argument is that the primary function of using English is to act out or interact in an appropriate manner in multicultural environments, and thereby the aim of the language teachers is to encourage and enable learners to verbalize their ideas and feelings, and act out appropriately in diverse settings. In the global world, learners need to question and understand the subject matters about their and others' ideas, opinions and feelings in a foreign language so that they could struggle against the social inequalities and ideologically dominant forces (Altaş, 2018). Teachers should enable learners to respect and be open to different voices without stigmatizing in a foreign language classroom; indeed, learners need to construct meaning and truth for mutual understanding (Altaş & Şahinkarakaş, 2022). Here, a teacher's responsibility is to provide learners with a safe and democratic platform where they can verbalize and question their ideas, opinions and feelings. For this reason, Trowers (2020) addresses the significance of teacher's self-efficacy in multicultural education that empowers English language learners' success in communication in second language. Perceptions of teachers may also have an impact on the degree of efficiency in using practices in multicultural education (Strickland, 2018). In other words, multicultural self-efficacy of a language teacher affects his/her teaching and communication with students from diverse cultural identities.

In this sense, multicultural education rests on democratic values, maintenance of cultural identity, social justice, and learners' development of critical thinking skills (Nieto & Bode, 2011). Accordingly, multicultural education where learners use their critical thinking skills to understand subject matters such as race, ethnicity, language and cultural backgrounds of others offers a democratic approach to differences in teaching and learning (Guyton & Wesche, 2005). To protect human rights and respect differences, democratic values and beliefs are the premise of multicultural education in that democratic values depend on common and universal values which all citizens share across the world. Through democracy and democratic values, individuals can use their free will to express their opinions and feelings so they can have control over their own political, socioeconomic and cultural participation in all areas of their lives in diverse settings. Therefore, in educational environments, a teacher's responsibility is to respect the freedom of expression and opinion and promote the dignity of individuals from diverse linguistic, cultural and economic backgrounds. In so doing, individuals from diverse cultural and linguistic backgrounds can live in harmony and unity with others. Drawing from this aspect, democratic values and beliefs establish a foundation of teachers' multicultural self-efficacy as teachers' beliefs about their ability and skills. At the same time, teachers' critical thinking dispositions as an attribute is essential for teachers to employ critical thinking skills in order that they could recognize and accept differences. In effect, the philosophical and ontological background of human existence is dialogic and depends on mutual relationships to construct the truth and reality in the social system (Altaş, 2018; Altaş & Şahinkarakaş, 2022). Considering the significant effect of democratic values and critical thinking dispositions as latent variables on teachers' multicultural self-efficacy, it can be assumed that critical thinking dispositions of pre-service EFL teachers significantly predict multicultural self-efficacy in a positive way. And, democratic values of pre-service EFL teachers significantly predict multicultural self-efficacy in a positive way.

Therefore, with respect to rapid changes in the political, cultural and socioeconomic subject matters across the world, the problem that motivates us to implement this study is about the implementation of equal education for learners from diverse cultural and linguistic backgrounds. By establishing healthy and mutual relationships with others in diverse discourses, these learners need to adjust to their social and educational life in order to be successful at schools and work and to live in unity and harmony with others. Considering the significant role of teachers in the implementation of multicultural education, our curiosity to conduct this study is about whether the participating pre-service EFL teachers' democratic values and critical thinking dispositions predict their multicultural self-efficacy. As Nadelson et al. (2012) define the concept of self-efficacy as the beliefs of teachers about their ability to teach students from culturally and linguistically diverse backgrounds, this study is significant in that it aims to investigate whether the latent variables such as democratic values and critical thinking dispositions predict the multicultural self-efficacy of pre-service EFL teachers who use English as a common and international language to communicate with students from diverse cultural backgrounds in their future teaching. And predictors of multicultural self-efficacy should be critically considered in teacher education to raise awareness towards critical thinking dispositions and democratic values because these variables could enhance students' learning efficiently in multicultural environments within the going process of cultural, economic and political globalization.

## 2. Literature review

### 2.1. Multicultural self-efficacy

Citizens from different cultural identities who have fled from war-torn areas due to the political issues and social unrest or citizens who aim to find out better life and work conditions as a result of the economic and educational issues, have led to changes in the approach to education. These developments result in a need for a multidisciplinary approach to education where citizens from diverse cultures can have education to efficiently actualize their performance in multicultural environments. In the process of the implementation of multicultural education, teachers have to gain insights into understanding diverse cultures so they can integrate those cultures' points of view into the curriculum (Banks & McGeeBanks, 2010). Furthermore, teachers of multicultural education need to be able to integrate students' linguistic and cultural experiences into their instruction. In so doing, those students could adjust themselves to the changing environments and the world. For this reason, Nadelson et al. (2012) pay attention to the relationship between multicultural education and teacher efficacy. Addressing the significance of the concept of efficacy in the implementation of multicultural education, Guyton and Wesche (2005) assert that efficacy is a powerful and significant factor in teaching as "an attitude or belief does not necessarily mean that a teacher can incorporate the attitude into classroom action" (p. 25). Here, teacher multicultural self-efficacy, which is defined as teacher's beliefs about their ability to teach students from culturally and linguistically different backgrounds, plays an important role in the practices of teachers (Nadelson et al., 2012). That is, a teacher of multicultural education should benefit their teaching through a lens of multidisciplinary perspective in order to provide insights into different cultures, race, ethnicity and languages.

According to Freire (1998), negotiation of meaning and consensus between different perspectives are the premises of the multicultural and critical education. To negotiate meaning between different perspectives, teachers' beliefs about their ability and skills could be a driving force to efficiently interact with students from diverse cultural backgrounds. Considering multicultural self-efficacy of EFL teachers, Guyton and Wesche (2005) define multicultural self-efficacy of pre-service EFL teachers as their beliefs and confidence in their own ability to bring about positive outcomes in multicultural settings or when they work with ethnically diverse groups. These positive outcomes may be seen as well-being of learners, reduction of bias against differences, empathy, tolerance and respect for differences in gender, ethnicity and languages.

In Tanaka's (2006) account, understanding different cultures means having cultural awareness which is inherent part of English language teaching and learning; indeed, multicultural perspective is based on respecting and accepting differences as individuals from different cultural backgrounds have a different sense of value. Therefore, language teachers should provide insights into other students' sense of values and establish shared values in communication through use of language. In this sense, teacher beliefs have also an impact on teacher empathy (Gandhi et al., 2021). In their study, Goroshit and Hen (2016) found out that teacher self-efficacy is associated with teacher empathy. Regarding the goal pursued by multicultural education, teacher of multicultural education should also be able to equip students with behaviors such as empathy, tolerance and respect for differences in values. However, the problem of the global world is to maintain co-existence and harmony of citizens who come from a diverse cultural, ethnic and linguistic background (Özensel, 2012). To maintain the harmony of diversity, Kaya (2021) notes that critical thinking as a skill is essential for educators and teachers to use in order to sort out the problems. Furthermore, Kaya states that critical thinking disposition might be an element of multicultural personality. In a similar vein, Hjerm et al. (2018) say that critical thinking skills have a significant effect on the actualization of multicultural education. Along with teachers' critical thinking dispositions and skills, teachers' understanding of diversity, equity and social justice rests on teachers' democratic beliefs and values which in turn affect the way h/she communicates with and teaches students from diverse cultural and linguistic identities. As a consequence of this, learners could make democratic decisions that contribute to their success in diverse areas of lives.

### 2.2. Critical thinking disposition

Teachers of multicultural education that highlight a kind of knowledge, values, ideological positions and assumptions should encourage students to be critical thinkers (Banks, 1993a, 1993b). Accordingly, these students, who use their critical thinking skills, have knowledge, attitudes and skills and use their democratic participatory and reflective civic actions. In the teaching and learning process, critical thinking plays an important role in using conceptive tools to evaluate and determine reasoning in a systemic way (Altaş & Şahinkarakaş, 2022). Drawing from this perspective, it seems obvious that teachers are the first to empower their critical thinking skills to be able to teach their students to use these skills. Here, critical thinking comes with critical thinking dispositions (Ramasamy, 2011). In their study, Facione et al. (1995) regard critical thinking disposition as one's willingness to employ the critical thinking skills. In other words, critical thinking disposition is an attribute or driving force to employ critical thinking skills.

In a study, Aybek (2018) finds a significant and positive relationship at low level between teachers' critical thinking dispositions and their attitudes toward multicultural education. In their study, Parkhouse et al. (2019) claim that teachers' using critical vision and awareness about educational inequalities and diversity of cultures promotes their efficacy in multicultural education where they are supported to recognize representations of different cultures in the socio-political contexts. In another study, Çiftçi and Gürol (2015) conclude that teachers need to be aware and conscious of the relationship between their perceptions and life experiences since their evaluations of educational process for multicultural education should be critically thought for further revisions and transformations of education. To evaluate and implement multicultural education, teachers therefore use their critical thinking skills (Gorski, 2010). Critical teachers have critical thinking dispositions which lead them to use critical thinking skills. In doing so, they could be aware of possible educational judgments, inequalities and negative representations of diverse cultures and experiences in multicultural

education environments. Therefore, teachers' critical thinking dispositions may also affect their selection of cultural instruction for students from diverse cultural identities in multicultural educational settings.

### 2.3. Democratic values

To empower multicultural education, teachers must be conscious of democratic values which also play an important role in their thinking, decision making, and understanding differences (Banks, 2004). In this sense, multicultural education rests on democratic values and beliefs (Bennett, 2019). These democratic values are composed of respecting differences, freedom, tolerance, sensitivity and equality as well as social justice (Kinnier et al., 2000). Herein, multicultural teaching comprises four dimensions such as equity pedagogy, curriculum reform, social justice, and multicultural competence (Bennett, 2019). Bennett regards the multicultural competence as a major aim of the multicultural education which requires prejudice reduction for students as well as teachers because teachers with multicultural competence can also communicate with students, families and teachers from diverse cultural, ethnic and linguistic backgrounds. Teachers are presumed to aid students to reduce their prejudice against races, and thereby they need to enable learners to acquire democratic attitudes and values for prejudice reduction as the principles of multicultural education (Banks, 1993a).

In a study conducted by Dođru and Demirbař (2021), a significant relationship was found between democratic values and multicultural competence of science teachers working with international students. Exploring the relationship between teachers' democratic attitudes and multicultural competencies, Akyıldız (2018) notes that there weren't any studies that investigate the relationship between democratic values and multiculturalism. In his study, Akyıldız found out a significant positive relationship between teacher candidates' perceptions about their multicultural competencies and the democratic values. Regarding the relationship between democratic values and multicultural education, it is notable that democratic values or beliefs of teachers may play an important role in the increase of the quality of teachers' self-efficacy or beliefs about their practices and teaching in multicultural education.

## 3. Aim of the study

The aim of the present study is to examine the effect of the specified variables on the pre-service EFL teachers' multicultural self-efficacy with a structural equation model. In line with the aim of the study, the research question is:

RQ: What is the effect of critical thinking dispositions and democratic values on Pre-service EFL teachers' multicultural self-efficacy?

The research hypotheses proposed for the purpose of the study are given below:

H1: Critical thinking dispositions of pre-service EFL teachers significantly predict multicultural self-efficacy in a positive way.

H2: Democratic values of pre-service EFL teachers significantly predict multicultural self-efficacy in a positive way.

Investigating the effect of two factors: critical thinking dispositions and democratic values of pre-service EFL teachers on their multicultural self-efficacy can offer suggestions for EFL teachers, educators and decision makers in professional development programs and teacher education to improve critical thinking dispositions and democratic values in order to develop EFL teachers' multicultural self-efficacy which in turn lead to increase in the quality of teaching and learning. Besides examination of these variables and revealing their relationships with multicultural education can provide evidence-based recommendations for planning and implementing activities that could promote the in-class reflections of the student-centered practices highlighted in the changes in curriculum. This could make it possible to make evidence-based decisions concerning the steps to be taken for both pre-service and in-service training of EFL teachers. Also, the present study is unique since there is no study that examines the effect of these latent variables on pre-service EFL teachers' multicultural self-efficacy. To conclude, the present study could contribute to the literature by examining the relationship among critical thinking dispositions, democratic values and multicultural self-efficacy of pre-service EFL teachers.

## 4. Method

### 4.1. Research model

This study was designed in a correlational research design in order to describe the relationships among variables with no manipulation (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016; Johnson & Christensen, 2014,). It contributes to quantitatively describing the tendencies, attitudes and opinions of the universe through studies carried out on a sample determined from a population (Creswell, 2016). Relationships between the variables of critical thinking dispositions, democratic values and multicultural self-efficacy related to the model created within the scope of the relevant theoretical framework were examined through Structural Equation Modeling (SEM). SEM is a statistical analysis method that examines a multifaceted and complex research problem in a single process as a result of the model established for the relationships between more than one variable and is based on theory development (Anderson & Gerbing, 1988; Byrne, 2010; cited in Baki, 2017).

### 4.2. Participants

The population of the present study was selected to include the pre-service EFL teachers studying at teacher education programs at education faculties of different universities located in different cities in Turkey. Recently, Turkey has encountered with an increased immigrant and refugee population because of its geopolitical situation. It has welcomed several people with different cultural, ethnic, linguistic, religious and educational profiles in a very short time and this situation which has also affected the number of the

international students enrolled in the schools, has highlighted the multicultural education in Turkey. Although any specific course directly related to multicultural education is not offered in teacher education faculties, the instructors can integrate it into the other courses. Besides, pre-service teachers study together with these international students in the same classes. Also, in the 4th grade they have to take school experience and teaching practicum courses in which they observe and experience real teaching environments. In those classes, they mostly experience a multicultural environment and have a chance to implement what they have learned in the undergraduate courses in a real environment with real students and manage the possible challenges they can face in a multicultural teaching environment. Therefore, a total of 275 pre-service EFL teachers (221 female, 54 male) from the English Language Departments participated in the study in the spring semester of the 2021–2022 academic year. Convenience sampling was used to select the participants and the participation into the study was voluntary. After getting the ethical approval from the Ethics Committee of Hasan Kalyoncu University on May 12, 2022 (numbered as: 2022/15,079), the scales prepared on Google forms were shared with the participants.

#### 4.3. Data collection instruments

In the data collection process of the research, three scales: “Critical Thinking Dispositions Scale”, “Multicultural Efficacy Scale” and “Teacher Democratic Values Scale” were used.

*Critical Thinking Dispositions Scale*, developed by [Semerci \(2016\)](#), was used in the study as it has been used several times in various Turkish context by researchers (See [Appendix 2](#)). Although the scale is similar to California Critical Thinking Dispositions Scale (Kökdemir, 2003 as cited in Semerci, 2016), it has been found that the CTD scale is sufficient to measure the critical thinking disposition of teachers and teacher candidates (Semerci, 2016), which is the purpose in choosing this scale for this study. The scale consists of 49 items and 5 subscales: Metacognition (14 items), Flexibility (11 items), Systematicity (13 items) Perseverance-patience (8 items) and Open-mindedness (3 items). Items on the scale were rated on a five-point Likert type (1 = Totally disagree–5 = Totally agree). The high score obtained from the sub-factors is evaluated as the understanding represented by the factor to which it belongs is adopted. There are not any reverse-scored items on the scale. The Cronbach Alpha coefficient calculated to find out the reliability of the scale was calculated as 0.96 for the overall scale, 0.89 for Metacognition, 0.89 for Flexibility, 0.90 for Systematicity, 0.83 for Perseverance-patience and 0.672 for Open-mindedness ([Semerci, 2016](#)). The Cronbach Alpha coefficient values were recalculated based on the data of this study and were determined as 0.96 for the overall scale, 0.90 for Metacognition 0.87 for Flexibility, 0.894 for Systematicity, 0.88 for Perseverance-patience and 0.67 for Open-mindedness.

*Multicultural Self-Efficacy Scale*, developed by [Guyton and Wesche \(2005\)](#), which is widely used in the world in order to determine the multicultural experience, attitude and efficacy beliefs of teachers and pre-service teachers was employed. The scale measures the multicultural self-efficacy of teachers and pre-service teachers along with the experience, attitude, and beliefs about the multicultural education. In addition, MES aims to measure “the multicultural teacher education dimensions of intercultural experiences, minority group knowledge, attitudes about diversity, and knowledge of teaching skills in multicultural settings” ([Guyton & Wesche, 2005](#), p. 23). Therefore, the scale considers the problems that teacher candidates may encounter in multicultural environments. In the present study, Turkish adaptation of the scale by [Akcaoğlu and Arsal \(2018\)](#) was used (See [Appendix 3](#)). The scale consists of 26 items and 3 subscales: Experiences (5 items), Attitudes (4 items) and Multicultural Efficacy (16 items). The Cronbach Alpha coefficient calculated to find out the reliability of the scale was calculated as 0.87 for the overall scale, 0.70 for experiences, 0.71 for attitudes and 0.75 for multicultural self-efficacy ([Akcaoğlu & Arsal, 2018](#)). For the present study, The Cronbach Alpha coefficient values were recalculated and found as 0.91 for the whole scale, 0.74 for the Experiences, 0.81 for the Attitudes and 0.92 for the Multicultural Efficacy.

*Teacher Trainees’ Democratic Values Scale* which was developed by [Selvi \(2006\)](#) to measure the degree of teacher trainees’ democratic values on issues related to educational life was employed in this study (See [Appendix 1](#)). The goal of developing the scale was to improve teachers’ democratic awareness. According to [Selvi \(2006\)](#), democratic teacher is the one who understands democratic principles and values and stimulate “active, engaged, democratic citizens by creating a democratic environment in school” (p. 1177). Based on this idea, TTDV Scale was developed and it was employed in the present study to collect the related data from the pre-service EFL teachers. The scale comprises 24 items and three subscales: Rights of education (9 items), Solidarity (9 items) and Freedom (6 items). The purpose of the scale was to assess the level of democratic values of teacher trainees on issues regarding the educational life. Items on the scale were rated on a five-point Likert type (1 = strongly disagree–5 = strongly agree). The Cronbach alpha coefficient was calculated as 0.87 for the whole scale; 0.84 for the first subscale 0.82 for the second subscale, and 0.70 for the third subscale ([Selvi, 2006](#)). In this current study, The Cronbach Alpha coefficient values were recalculated as 0.87 for the whole scale, 0.88 for the rights of education, 0.83 for the solidarity and 0.70 for the Freedom.

#### 5. Data analysis

To analyze the data, SPSS and AMOS programs were utilized. The mean scores of critical thinking, multiculturalism and democratic values, which are the variables of the research, were converted into z scores and 7 extreme values that were not in the range of (–3, +3) were determined. Outliers were excluded from the study. Then, using Mahalanobis distance, 7 data that were found to disrupt multiple normality were excluded from the study. For the remaining 261 data, it was determined that the kurtosis and skewness coefficients of the variables were in the range of (–1, +1), thus providing the normal distribution of the data. In addition, it has been understood that the multivariate critical value for multiple normality is approximately 16 and since this value is less than 20, the condition of multiple normality is not violated ([Gürbüz, 2019](#)). In the study, to analyze the data, firstly descriptive statistics (mean, standard deviation, kurtosis and skewness) then correlation analysis were performed. It was determined that there were linear relations between the

variables. It has been determined that the level of relationship between the variables is at a level ( $r < 0.80$ ) that does not cause the multicollinearity problem (Büyükoztürk, 2011; Can, 2014). Critical thinking, multiculturalism and democratic values constitute the latent variables of the model. The sub-dimensions of critical thinking, multiculturalism and democratic values were taken as the observed variables of the related latent variable. The structural model was tested with the Maximum Likelihood method based on the normality assumption (Gürbüz, 2019).

## 6. Findings

The mean score, standard deviation values, kurtosis and skewness coefficients obtained from the scales used to explore the pre-service EFL teachers' multicultural self-efficacy, critical thinking dispositions and democratic values were calculated. In order to define the level of relationship between these variables, correlation analysis was performed and Pearson correlation coefficients were calculated. Table 1 presents the results.

The mean scores of the participants for multicultural self-efficacy, critical thinking dispositions and democratic values were obtained as 3.44 (SD = 0.40), 4.40 (SD = 0.46) and 4.52 (SD = 0.45), respectively. The kurtosis and skewness coefficients of all scores were determined to be greater than -1 and less than +1. In the study, a moderate, positive, and significant relationship exists between multicultural self-efficacy and critical thinking disposition ( $r = 0.65$ ;  $p < .01$ ). Also, a positive, moderate and significant relationship ( $r = 0.45$ ;  $p < .01$ ) between multicultural self-efficacy and democratic values was observed. And, there was a moderate, significant and positive relationship between democratic values and critical thinking ( $r = 0.49$ ;  $p < .01$ ).

Initially, in order to find out the effect of critical thinking dispositions and democratic values on multicultural self-efficacy, the measurement model shown in Fig. 1, consisting of critical thinking dispositions, multicultural self-efficacy and democratic values variables, was first tested.

As seen in Fig. 1, the values indicating the fit of the model are as follows;  $\chi^2/df = 2.991$  ( $\chi^2/df < 3$ ); RMSEA = 0.087; CFI = 0.947; NFI = 0.924; GFI = 0.919 and SRMR = 0.0614. It was determined that the value obtained for RMSEA, one of the fit indices, was slightly above the acceptable limit (RMSEA < 0.08). However, all of the other fit indices were within acceptable limits (Gürbüz, 2019). The findings were evaluated as the research data confirmed the model. Table 2 below indicates the findings for the measurement model.

The path coefficients indicating the effect of each observed variable on the latent variable it belongs to are statistically significant ( $p < .001$ ) as presented in Table 2. Therefore, it can be said that each sub-dimension significantly affects the scale it belongs to.

In the study, the structural model in Fig. 2 was tested in order to examine the effect of critical thinking dispositions and democratic values on multicultural self-efficacy.

For the model with standardized path coefficients in Fig. 2, the fit indices indicating the fit of the model were  $\chi^2/sd = 2.991$ ; CFI = 0.947; RMSEA = 0.087; NFI = 0.924; GFI = 0.919 and SRMR = 0.0614. It was found that the value obtained for RMSEA, one of the fit indices, was slightly above the acceptable limit. However, all of the other fit indices were within acceptable limits (Gürbüz, 2019). Table 3 below presents the results for the model.

Table 3 shows that critical thinking dispositions positively affects multicultural self-efficacy in a statistically significant way ( $\beta_0 = 0.58$ ,  $\beta_1 = 0.34$ ;  $p < .001$ ). In addition, it was revealed that democratic values affected multicultural self-efficacy positively and statistically significantly ( $\beta_0 = 0.26$ ,  $\beta_1 = 0.25$ ;  $p < .008$ ). Therefore, it can be said that critical thinking has more effects on multicultural self-efficacy than democratic values. The model formed to explain multicultural self-efficacy explains approximately 57% ( $R^2 = 0.567$ ) of multicultural efficacy. The study also concluded that a positive, moderate and statistically significant relationship exists between critical thinking dispositions and democratic values ( $r = 0.54$ ).

## 7. Discussion and conclusion

The present study attempted to reveal interrelationship among pre-service EFL teachers' critical thinking dispositions, democratic values and multicultural self-efficacy. With this aim, the research was based on the examination of the effect of critical thinking dispositions and democratic values on the multicultural self-efficacy. To reach the aim, SEM was used to explore the proposed model. Based on the results, both pre-service EFL teachers' critical thinking dispositions and democratic values positively and statistically significantly affected their multicultural self-efficacy. In addition, the model formed to explain multicultural self-efficacy explains approximately 57% ( $R^2 = 0.567$ ) of multicultural self-efficacy. Therefore, an increase in the scores of these two predictors, namely critical thinking dispositions and democratic values, will positively affect multicultural self-efficacy.

Based on the findings, the most critical variable to have a direct relation with multicultural self-efficacy of pre-service EFL teachers is critical thinking dispositions ( $\beta_0 = 0.58$ ,  $\beta_1 = 0.34$ ;  $p < .001$ ). Critical thinking is defined as "an environment which necessitates to include a variety of opportunities and ideas, analysis and applications for the purpose of supporting value judgments and organizing

**Table 1**  
Correlation analysis of variables and descriptive statistics.

	N	Mean	SD.	Skewness	Kurtosis	(1)	(2)	(3)
Multicultural Efficacy (1)	261	3.44	.40	-0.64	-0.34	1		
Critical Thinking Disposition (2)	261	4.40	.46	-0.40	-0.75	.63**	1	
Democratic Values (3)	261	4.52	.35	-0.98	.80	.45**	.49**	1

\*\*  $p < .01$ .

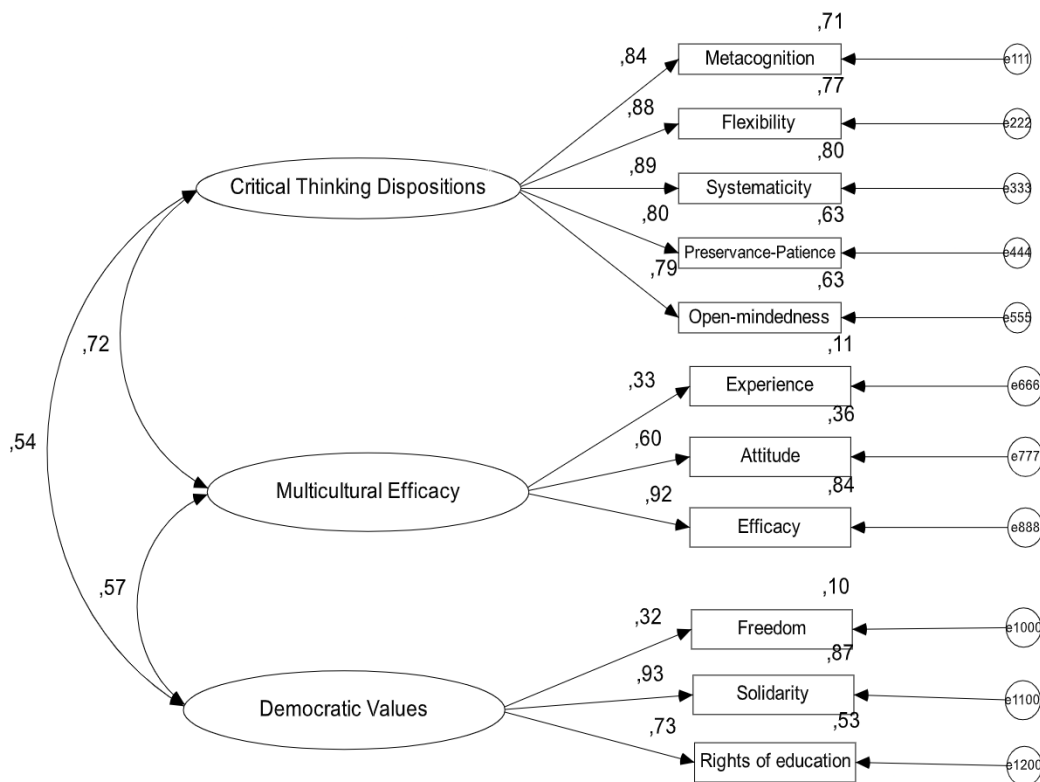


Fig. 1. Measurement model.

Table 2

Results of measurement model analysis.

Measurement Model			$\beta_0$	$\beta_1$	S.E.	C.R.	P
Metacognition	←	Critical Thinking	0.843	1			
Flexibility	←	Critical Thinking	0.877	1.039	0.057	18.111	<0.001
Systematicity	←	Critical Thinking	0.892	1.185	0.064	18.639	<0.001
Perseverance- patience	←	Critical Thinking	0.796	1.348	0.087	15.486	<0.001
Open-mindedness	←	Critical Thinking	0.792	1.289	0.084	15.355	<0.001
Experiences	←	Multicultural Efficacy	0.332	1			
Attitudes	←	Multicultural Efficacy	0.601	1.49	0.311	4.788	<0.001
Efficacy	←	Multicultural Efficacy	0.916	1.778	0.356	4.989	<0.001
Freedom	←	Democratic Values	0.321	1			
Solidarity	←	Democratic Values	0.932	1.751	0.361	4.845	<0.001
Rights of Education	←	Democratic Values	0.728	1.102	0.225	4.9	<0.001

$\beta_1$ : Unstandardized path coefficients;  $\beta_0$ : Standardized path coefficients; C.R.: Critical ratios; S.E.: Standard errors.

ideas” (Duphorne, 2005). In fact, one of the main goals of the multicultural education is to enable individuals to have different point of views (Banks, 2013; Gay, 2004), which supports their critical thinking skills. Several studies confirmed that multicultural education improves individuals’ critical thinking skills (Au & Kawakami, 1994; Foster, 1995; Hollins, 1996; Gay, 2010; Gunay, Kaya & Aydin, 2014; Çiftçi & Gürol, 2015; Marangoz, 2014; Parkhouse et al., 2019). These results are in line with the findings of this research. On the other hand, Aybek (2018) who conducted a study with teachers found a low level relationship between critical thinking dispositions and the attitudes toward multicultural education. In another study, Aslan and Aybek (2020) found that the multidisciplinary education program based on multicultural education which includes a variety of activities by which “students can be expressed to learn how to see the events and situations with different perspectives, how to make an inference, how to get to the core of the problems they encounter, how to understand and analyze the events and how to defend their views as well as having problem-solving skills” (p. 49) positively affected their critical thinking skills. Therefore, different critical thinking activities should be integrated into the related courses in the teacher education programs to increase the multicultural self-efficacy of pre-service teachers.

Within the scope of the study findings, another variable related to pre-service EFL teachers’ multicultural self-efficacy is democratic values ( $\beta_0=0.26$ ,  $\beta_1=0.25$ ;  $p<.008$ ), which support the previous studies in the related literature (Doğru & Demirbaş, 2021; Akyıldız; 2018; Yazıcı et al., 2009; Tombuloglu et al. 2016). Indeed, the concept of democratic values covers the issues such as freedom, equality,

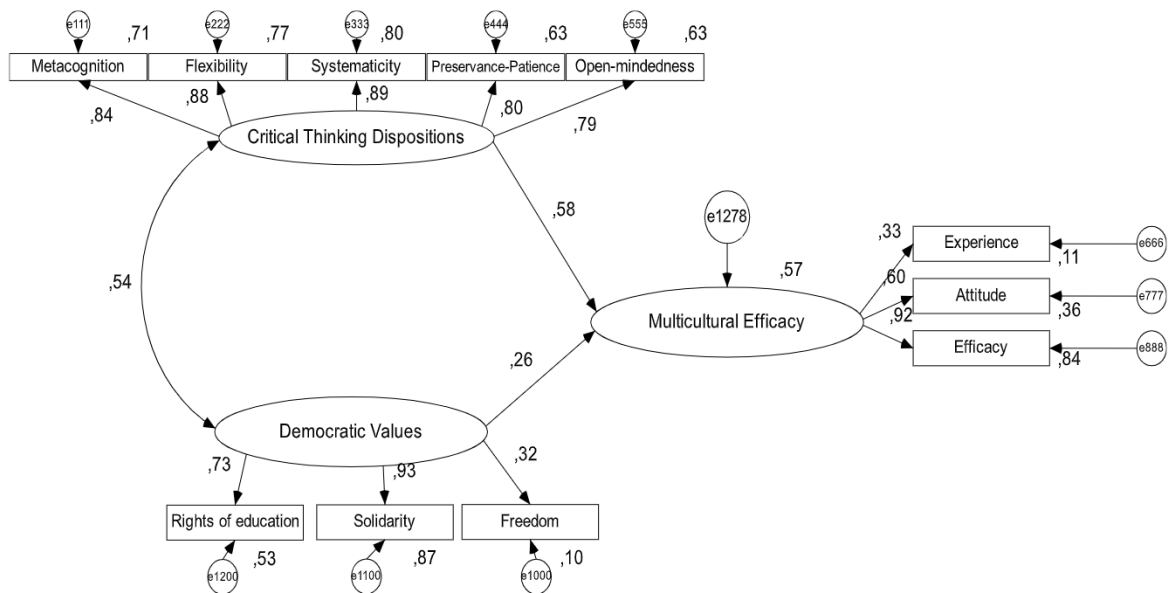


Fig. 2. Structural model for the effect of critical thinking dispositions and democratic values on multicultural efficacy.

Table 3

Analysis of the effect of critical thinking dispositions and democratic values on multicultural efficacy.

Dependent variable		Independent variable	$\beta_0$	$\beta_1$	S.E.	C.R.	P
Multicultural Efficacy	<—	Critical Thinking Dis.	0.581	0.338	0.077	4.411	<0.001
Multicultural Efficacy	<—	Democratic Values	0.258	0.265	0.098	2.692	<0.008

$\beta_1$ : Unstandardized path coefficients;  $\beta_0$ : Standardized path coefficients; C.R.: Critical ratios; S.E.: Standard errors.

and justice (Shechtman, 2002), autonomy, cooperation, shared decision-making, and a sense of community (Winfield & Manning, 1992), equality, respect for life, justice, freedom, honesty, the search for goodness, cooperation, self-esteem, tolerance, sensibility, responsibility, acceptance of difference, safety, peace, development, perfection, and effectiveness (Kuncal & Işık, 2003). It is assumed that teachers’ democratic values, teaching methods and styles affect the learners’ democratic values (Davies, 1994; Halstead & Taylor, 2002; Kelly, 2002 as cited in Selvi, 2006). In other words, teachers’ democratic values shape their teaching practices in the classroom and thus the learners learn democratic values. Therefore, teachers should have strong democratic values, thoughts and behaviors. Similarly, democratic values of teachers are one of the essential components of a strengthened multicultural education since their democratic values have affected their thinking, decision-making, and understanding of differences (Banks, 2004). According to Cole et al. (2003), democratic values and beliefs are the main element of multicultural education in a global world including cultural pluralism. Also, the concepts such as democracy, equality and justice which are highly emphasized in multicultural education are the strongest part of it (Gay, 2003).

Another finding of the present study showed that pre-service EFL teachers’ critical thinking dispositions affect multicultural self-efficacy more than democratic values. It can be claimed that having critical thinking skills is necessary for the internalization of democratic values and has a positive effect on forming democratic school environment and democratic participation (Jacobowitz & Sudol, 2010; Sternberg & Norris, 2011; Weinstein, 1991). Also, recent studies support the idea that the more critical dispositions individuals have, the more democratic values and attitudes they display (Acun, Demir & Göz, 2010; Uluçmar & Aypay, 2018). Moreover, according to Smith (2009), one of the goals of democratic education is to develop learners’ critical thinking skills. When it comes to multicultural education, Guyton and Wesche (2005) enounce that it requires learners to be conscious of the issues such as race, ethnicity, language and cultural backgrounds of others; thus, students need use their critical thinking skills, which offer them a democratic understanding of education. Therefore, it can be said that critical thinking skills might be the key to develop democratic values and multicultural self-efficacy.

All in all, multicultural education provides students with behaviors: respect, tolerance and empathy for others (Sinagatullin, 2003). In other words, individuals are equipped with knowledge, requisite abilities and behaviors to take part in a democratic society, and also achieve equivalent chances in education (Halvorsen & Wilson, 2010). The role of the teachers in realizing the aims of multicultural education is really significant. As a result, measuring teachers’ multicultural attitudes and competencies constitutes one of the important dimensions of the subject. Guyton and Wesche (2005) state that in addition to teaching proficiency, teachers and pre-service teachers should also have the self-efficacy to be effective in multicultural environments. In order for teachers to teach in multicultural environments, pre-service teachers should also have high multicultural self-efficacy (Nadelson et al., 2012, p. 118), which means "the individual’s beliefs

about the way in which he deals with the difficulties encountered while working with students with cultural and linguistic differences" (Guyton & Wesche, 2005). Thus, more opportunities and environments should be given to the prospective teacher to question their cultural, social, and philosophical perspectives and identities so that they can support their future learners who have various backgrounds. As a necessity of today's education, which highlights the significance of the multicultural education, they will be more equipped and have the self-efficacy to handle the challenges they can meet.

Additionally, findings of the study propose that pre-service EFL teachers' critical thinking dispositions and democratic values explain approximately 57% of their multicultural self-efficacy. Based on the related literature, apart from these predictors, adding other latent variables such as teacher attitude and intercultural sensitivity might explain the proposed model more. According to Bandura (1977a), self-efficacy perception improves depending upon individual experiences, social and emotional states and thereby the relationship between personal experiences and self-efficacy underpins the theoretical background. According to Bandura (1977b), these personal experiences give birth to attitudes that are essential for individuals' self-efficacy. Thus, teachers' attitudes towards students from diverse linguistic and cultural backgrounds encourage students to be successful in-class and outside the class in their social life. Furthermore, Akcaoglu and Kayis (2021) claim that the behavior element of intercultural sensitivity which is associated with teacher attitudes is a driving force for development of behaviours in future. In this regard, in their study, Akcaoglu and Kayis found that intercultural sensitivity is a significant factor that affects teachers' self-efficacy.

All in all, the results of the study highlight the significance of supporting the skills of pre-service EFL teachers to get ready for a multicultural education. Therefore, teacher training programs should offer courses based on developing critical thinking skills and democratic values of teacher candidates, which are necessary skills for them in their teaching life. Until 2020, the same curriculum was employed in all the teacher education programs in Turkey, but, as of 2020, education faculties have their own autonomy to create their own program. Therefore, they can shape or add different courses based on the contextual and environmental needs in order to create opportunity for pre-service teachers to develop multicultural self-efficacy. In addition, it can be suggested that more attention should be given to the activities related to critical thinking skills and democratic values, which increase their multicultural self-efficacy. Moreover, the teacher training programs are based on theoretical knowledge involving teaching methods and techniques in the first three years, which might prepare the teacher candidates cognitively for multicultural education. It is the final year in which they can take teaching practicum, where they have a chance to experience a real classroom environment and multicultural education. In this regard, the content of the course can be redesigned in accordance with the needs of the pre-service teachers and make them respect for diversities and ready to experience multicultural teaching environment. Therefore, when the results of the study are taken into account, integrating more activities and courses to develop critical thinking skills and democratic values of pre-service teachers into the teaching education programs will make gain multicultural self-efficacy, which can enable them deal with the challenges they can face while teaching the learners from different cultural and linguistic backgrounds.

## 8. Limitations and suggestions for further studies

The findings of this study should be evaluated in the light of some limitations. First, data were collected only from 274 pre-service EFL teachers studying at 3rd and 4th grades from both foundation and public universities in two different cities. It would be better to collect data from universities in different provinces in terms of representing the universe. Second, the data collection method is limited to self-report tools and the findings of the study were based on cross-sectional analysis. Therefore, the inferences related to the relationship among critical thinking dispositions, democratic values and multicultural self-efficacy should be made with caution.

As this study focused just on the quantitative data, qualitative data can also be collected to support the findings. Qualitative research designs such as case study, action research and phenomenological research can be conducted to see the interrelationship among critical thinking dispositions, democratic values and multicultural self-efficacy. In addition, as these variables are not fixed but open to develop in time, longitudinal studies can be carried out to see the effects of time and circumstantial factors affecting multicultural self-efficacy, critical thinking dispositions and democratic values. Besides, in the present study, personal characteristics or cultural differences were not taken into account, but these variables might affect the individuals' attitudes and beliefs towards multicultural education. Therefore, further studies which focus on and include these variables can be conducted. Also, this study was conducted with pre-service EFL teachers, but further research can be designed with both in-service teachers and compare pre- and in-service teachers in different departments.

### Author statement

All persons who meet authorship criteria are listed as authors, and all authors certify that they have participated sufficiently in the work to take public responsibility for the content, including participation in the concept, design, analysis, writing, or revision of the manuscript. Furthermore, each author certifies that this material or similar material has not been and will not be submitted to or published in any other publication before its appearance in the *Critical Thinking Skills and Creativity*.

### Data availability

Data will be made available on request.

## Appendix 1. Teacher trainees' democratic values scale

	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
<p>Bu ölekte “<i>eğitim yaşamı</i>” na ilişkin cümleler yer almaktadır. Lütfen, işaretleme yaparken her bir cümlenin ifade ettiği durumu göz önünde bulundurarak sizin görüşünüzü en iyi yansıtan seçeneği işaretleyiniz.</p>					
1. Öğrenciler kendilerini hazır hissettikleri zaman sınava girmeli .....	( )	( )	( )	( )	( )
2. Derslerle ilgili proje ve ödev konularını öğrenciler belirlemeli .....	( )	( )	( )	( )	( )
3. Okul kantininin işletilmesi ile ilgili kuralları öğrenciler belirlemeli .....	( )	( )	( )	( )	( )
4. Sınıfta tartışmaları için yeterli zaman ayrılmalı .....	( )	( )	( )	( )	( )
5. Sınıf ortamı öğrenci tercihleri doğrultusunda hazırlanmalı .....	( )	( )	( )	( )	( )
6. Sınav türüne karar verilirken öğrenci görüşleri dikkate alınmalı .....	( )	( )	( )	( )	( )
7. Her öğrenci oturma yerini kendisi belirlemeli .....	( )	( )	( )	( )	( )
8. Öğrencilere bilgiye erişim kolaylığı sağlanmalı .....	( )	( )	( )	( )	( )
9. Öğrencilere bilgiye erişim yolları öğretilmeli .....	( )	( )	( )	( )	( )
10. Öğrencilere kendi potansiyellerini geliştirme yolları öğretilmeli .....	( )	( )	( )	( )	( )
11. Öğrencilere sınavdan neden düşük not aldıkları açıklanmalı .....	( )	( )	( )	( )	( )
12. Yoksul öğrencilere eğitim için gerekli maddi yardım yapılmalı .....	( )	( )	( )	( )	( )
13. Hasta olan bir öğrenci için tedavi olanakları sağlanmalı .....	( )	( )	( )	( )	( )
14. Okuldaki disiplin kuralları öğrencilere açıklanmalı .....	( )	( )	( )	( )	( )
15. Öğrenciler sınav sonuçlarına ilişkin bilgilendirilmeli .....	( )	( )	( )	( )	( )
16. Öğrenciler özellikleri açısından birbirleriyle karşılaştırmamalı .....	( )	( )	( )	( )	( )
17. Başarı durumları birbirinden farklı olan öğrenciler birlikte çalışma yapmalı .....	( )	( )	( )	( )	( )
18. Öğretmen öğrencilerin bireysel çalışmalarına destek olmalı .....	( )	( )	( )	( )	( )
19. Sınıftaki öğrenciler birbirlerinin farklı özelliklerinden yararlanmalı .....	( )	( )	( )	( )	( )
20. Araç-gereç kullanımını öğretmen ve öğrenciler birlikte planlamalı .....	( )	( )	( )	( )	( )
21. Öğretmen sorunların çözümünde öğrenciyle işbirliği yapmalı .....	( )	( )	( )	( )	( )
22. Sorunların çözümü için öğrenciler teşvik edilmeli .....	( )	( )	( )	( )	( )
23. Başkalarının amaçlarının gerçekleştirilmesine yardımcı olunmalı .....	( )	( )	( )	( )	( )
24. Öğrencilerin okuldaki sorunların çözümü için getirdiği öneriler sınıfta tartışılmalı .....	( )	( )	( )	( )	( )

## Appendix 2. Critical thinking dispositions scale

See Table A2

**Table A2**  
Eleştirel Düşünme Eğilimi Ölçeğinin faktör yükleri ve madde toplam korelasyonları.

Taslak Ölçek Madde No	Nihai Ölçek Madde No	Maddeler	Faktör Yüğü	Madde Toplam r
		<b>ÜSTBİLİŞ</b>		
	1	Yaptığım işlerde ya da herhangi bir konuda zayıf olduğum noktalar varsa gidermeye çalışırım.[]	.40	.64*
	2	Davranışlarımın diğer kişileri nasıl etkilediğinin farkındayım	.52	.44*
	3	Anlatılanlarda ya da okuduklarımda bilgiler arasındaki zıtlıkları bulabilirim.	.55	.54*
	4	Alanımla ilgili bilgileri genişletmek için uğraşırım.	.48	.55*
	5	Problemin nasıl çözüleceğine karar verdikten sonra mutlaka o çözümü denerim[]	.59	.61*
	6	Benim için anlamlı olan bilgileri ve fikirleri düzenli bir şekilde organize edebilirim	.55	.48*
	7	Herhangi bir konuda düşündüğüm zaman bir kalıba bağlı kaldığımı fark edersem bunu aşmaya çalışırım	.54	.49*
	8	Duygularımın nasıl ve ne zaman beni etkilediğinin farkındayım.	.51	.49*
	9	Herhangi bir konuda çalışma yaparken karşıma çıkan belirsizlikleri gidermeye çalışırım.	.50	.68*
	10	Çalışmalarında uygun kriterleri, modelleri ya da kuralları uygularım	.54	.65*
	11	Sözlü anlatımları kurallarına uygun olarak yapabilirim.	.57	.63*
	12	Herhangi bir şey hakkındaki düşüncelerimi açıkça ifade ederim.	.50	.54*
	13	Yaşamın diğer alanlarına ve farklı düşüncelerine karşı merak duyarım.	.50	.58*
	14	Problemleri çözerken orijinal çözüm yolları kullanırım	.44	.58*
		<b>ESNEKLİK</b>		
	15	Fikirlerin ve düşüncelerin güvenilir olup olmadığını kontrol ederim	.52	.60*
	16	Bir ödev hazırlarken gerekli olan tüm bilgilere ulaşmaya çalışırım	.52	.62*
	17	Problemin çözümü için birden fazla farklı çözüm yolu önerebilirim.	.51	.67*
	18	Herhangi bir çalışmaya başlamadan önce verdiğim kararların beni nereye götüreceğini düşünürüm	.59	.62*
	19	Çalışmalarımı değerlendirirken mutlaka ölçütlerden yararlanırım	.54	.61*
	20	Herhangi bir konuda ihtiyacım olan bilgiye nasıl ulaşacağımı bilirim	.46	.66*
	21	Olayları ya da bilgileri karşılaştırırken ayrıntılara inebilirim	.53	.62*
	22	Öğrendiklerimi diğer alanlara uygulayabilirim	.53	.63*
	23	Diğer insanların fikirlerini dikkatli bir şekilde dinlerim	.41	.58*
	24	İlgilendiğim konu ile ilgili olmayan bilgilerin farkında olur ve onları ayıklarım	.45	.59*
	25	Fikirlerini dinlediğim ya da okuduğum kişinin ne anlatmak istediğini anlayabilirim	.33	.61*
		<b>SİSTEMATİKLİK</b>		
	26	Herhangi bir yazı okuduğumda ana fikri çabucak bulabilirim	.51	.58*
	27	Kararlarımı vermeden düşüncelerimi kontrol ederim	.63	.56*
	28	Derslerde tartışmalara katılmaktan zevk alıyorum	.47	.47*
	29	Herhangi bir işe başlamadan ya da karar vermeden önce nasıl yapacağımı düşünür ve planlarım	.51	.54*
	30	Problemi çözmeden önce değişik açılardan görmek için uğraşırım	.57	.61*
	31	Karşıma çıkan zorlukları kolayca tanıyabilirim	.63	.57*
	32	Düşünmeden önce konuşmam ve yazmam	.48	.48*
	33	Herhangi bir olayın ardında yatan nedenleri araştırırım	.54	.66*
	34	Bilgileri analiz ederken değişiklikleri göz önüne alırım	.50	.65*
	35	Kararlarımdan önce uygun verileri toplarım	.48	.62*
	36	Derslerime ve çalışmalarına karşı dikkatimi yoğunlaştırabilirim	.40	.62*
	37	Neden ve sonuçlarıyla problemleri objektif olarak analiz edebilirim	.50	.69*
	38	Bilgi, düşünce ve fikirleri daha iyi anlamak için sorular sorabilirim	.43	.70*
		<b>AZİM VE SABİR</b>		
	39	Yaptığım ödevlere ya da işlere dört elle sarılırım []	.41	.57*
	40	Yaptığım işlerin ne olduğunu daha iyi anlayabilmek için onu önce parçalara ayırır sonra tekrar birleştiririm	.35	.45*
	41	Kendime güvenirim	.63	.56*
	42	Derslerimle ve derslerimin gerekleriyle sürekli ilgilenirim	.68	.59*
	43	Herhangi bir işle uğraşırken bir engelle karşılaştığımda pes etmem.	.66	.58*
	44	Bir ödevi, projeyi ya da işi bitirdikten sonra onu değerlendiririm	.54	.61*
	45	Yaptıklarımı genelde kusursuz ve tam yaparım.	.48	.63*
	46	Çalışmalarında kendi kendimi motive edebiliyorum	.47	.59*
		<b>AÇIK FİKİRLİLİK</b>		
	47	Hiçbir şeyi dış görünüşüne göre değerlendirmem []	.71	.30*
	48	Karar vermeden önce yeterli veri toplarım	.58	.60*
	49	Gerektiğinde esnek davranmasını bilirim	.69	.50*

\*\*p&lt;.01,.

**Appendix 3. Çokkültürlü yeterlik ölçeği (multicultural efficacy scale)**

TANIM: bu ankette kullanılmış olan “farklılık” ve “benden farklı olan insanlar” kavramları farklı ırk, etnik köken, kültür, din, sosyo-ekonomik sınıf ve fiziksel yetenekleri olan insanları ifade etmek amacıyla kullanılmıştır.

BÖLÜM A	HİÇBİR ZAMAN	NADİREN	ARA SIRA	SIKLIKLA
Yönerge: Lütfen, aşağıdaki soruları sizden farklı olan insanlarla ilgili deneyimlerinizi en iyi tanımlayan seçeneği seçip yuvarlak içine alarak yanıtlayınız.				
1) Çocukken kendimden farklı olan insanlarla oyun oynardım.	1	2	3	4
2) Çocukluk ve gençlik dönemde benden farklı olan öğrencilerin bulunduğu bir okula gittim.	1	2	3	4
3) Büyüdüğüm mahallede farklılıkları olan insanlar yaşardı.	1	2	3	4
4) Eskiden farklılıkları olan insanlarla ilgili televizyon dizileri ve filmleri izlemeyi tercih ederdim.	1	2	3	4
5) Çocukken/gençken farklılıkları olan öğrencilerle aynı takım ve/veya kulüpte yer aldım.	1	2	3	4
<b>BÖLÜM B</b>	<b>KESİNLİKLE KATILMIYORUM</b>	<b>KATILMIYORUM</b>	<b>KATILYORUM</b>	<b>KESİNLİKLE KATILYORUM</b>
Yönerge: Aşağıdaki her bir cümleyi vereceğiniz tepkiyi en iyi açıklayan seçeneği seçerek cevaplandırınız. Amacımız sadece cümlelerde bahsedilen konularla ilgili düşüncelerinizi doğru olarak belirlemektir, soruların doğru veya yanlış cevapları yoktur.				
6) Öğretmenler, sınıfta bulunan farklı kültürleri yansıtabilmek için ders planlarını uyarlamalıdır.	1	2	3	4
7) Öğretmenler, öğrencilerine yemek, giyim, aile hayatı ve inanç konularındaki kültürel farklılıklarını paylaşabilecekleri fırsatlar sunmalıdır.	1	2	3	4
8) Bütün Türkler için ortak olan Türk tarihine ilişkin öğeler öğretilirken farklı grupların da bakış açılarını dâhil etmek gereklidir.	1	2	3	4
9) Eğitim programları ve ders kitapları toplumuzdaki, tamamı olmasa bile, birçok kültürel grubun katkılarını içermelidir.	1	2	3	4
<b>BÖLÜM C</b>	<b>Bunu yapabileceğimi zannetmiyorum</b>	<b>Eğer zorunda kalırsam bunu yapabilirim, ama benim için çok zor olacak.</b>	<b>Eğer hazırlanacak zamanım olursa bunu oldukça iyi yapabileceğime inanıyorum.</b>	<b>Bunu yapmanın benim için kolay olduğundan oldukça eminim.</b>
Yönerge: Bildiğiniz kadarıyla, aşağıdaki maddelerde verilenleri yapabilmek için kendi becerilerinizi değerlendiriniz.				
10) Basmakalıp ve / veya önyargılı içerik potansiyeli olan öğretim materyallerini analiz edebilirim.	1	2	3	4
11) Öğrencilere kendi önyargılarını sorgulamalarında yardımcı olabilirim.	1	2	3	4
12) Toplumumuzdaki farklılıkları olan grupları karşılıklı saygı oluşturacak şekilde ortaya koyabilirim.	1	2	3	4
13) Farklılıkları olan öğrencilerin özgüvenlerini artıracak aktiviteler geliştirebilirim.	1	2	3	4
14) Önyargının bireyleri nasıl etkilediğini gösteren bir öğretim sağlayabilirim.	1	2	3	4
<b>BÖLÜM D</b>	<b>Bunu yapabileceğimi zannetmiyorum.</b>	<b>Eğer zorunda kalırsam bunu yapabilirim, ama benim için çok zor olacak.</b>	<b>Eğer hazırlanacak zamanım olursa bunu oldukça iyi yapabileceğime inanıyorum.</b>	<b>Bunu yapmanın benim için kolay olduğundan oldukça eminim.</b>
Yönerge: Bildiğiniz kadarıyla, aşağıdaki maddelerde verilenleri yapabilmek için kendi becerilerinizi değerlendiriniz.				
	1	2	3	4

(continued on next page)

(continued)

BÖLÜM A	HİÇBİR ZAMAN	NADİREN	ARA SIRA	SIKLIKLA
Yönerge: Lütfen, aşağıdaki soruları sizden farklı olan insanlarla ilgili deneyimlerinizi en iyi tanımlayan seçeneği seçip yuvarlak içine alarak yanıtlayınız.				
15) Farklılıkları olan guruplara karşı olan önyargıyı azaltıcı öğretim aktiviteleri planlayabilirim.				
16) Derslerde kullanılan ticari ürünlerdeki kültürel önyargıları tespit edebilirim.	1	2	3	4
17) Öğrencilere, basmakalıp ve / veya önyargılı tutumlardan kaynaklanan problemleri çözmeleri konusunda yardımcı olabilirim.	1	2	3	4
18) Farklılıkları olan guruplardan gelen öğrencilerin birlikte çalışmalarını sağlayabilirim.	1	2	3	4
19) Farklılıkları olan öğrencilere zarar verebilecek okul uygulamalarını tespit edebilirim.	1	2	3	4
20) Farklılıklar sonucunda ortaya çıkabilecek sorunların çözümlerini tespit edebilirim.	1	2	3	4
21) Farklılıkları olan insanlar için fırsatları etkileyen toplumsal güçleri tespit edebilirim.	1	2	3	4
22) Çeşitli gurupların çoğulcu toplumumuza hangi yollarla katkıda bulduklarını tespit edebilirim.	1	2	3	4
23) Öğrencilere, kendilerinden farklı etnik ve kültürel gurupların görüşlerini anlayabilmelerine yardımcı olabilirim.	1	2	3	4
24) Öğrencilere tarihi ve güncel olaylara farklı acılardan bakabilmelerine yardımcı olabilirim.	1	2	3	4
25) Öğrencileri çokkültürlülük ile ilgili konulara ilişkin karar verme ve değerlerini belirleme sürecine dâhil edebilirim.	1	2	3	4
BÖLÜM E				
NOT: Aşağıdaki soru diğer maddelerden farklıdır.				
Öğretim ile ilgili en güçlü inançlarınızı en yakından yansıtan seçeneklerden SADECE BİRİNİ işaretleyiniz.				
1	Eğer her birey başka herhangi bir bireyi kabul edip onunla çalışmayı öğrenseydi, kültürlerarası problemler olmazdı.			
2	Eğer bütün guruplara ortak fayda için katkıda bulunmaları için yardım edilebilse ve hiçbir grup ayrıcalık istemese, birleşik bir Türkiye yaratabiliriz.			
3	Tüm kültürel guruplar kendi kimliklerini koruma ve devam ettirebilme hakkına sahiptir.			
4	Tüm kültürel guruplar güçlü yönleri ve katkıları için takdir edilmelidirler.			
5	Demokratik toplum hedefine ulaşmadan önce bazı gurupların eşit muamele görmeyi başarması için yardıma ihtiyacı vardır.			

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