

Preservice Teachers' Changes in Attitudes About Issues of Language*

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Abstract

Given the overwhelming body of research addressing the cultural gap between preservice teachers and the students they will ultimately teach, the research concerned the examination of preservice teachers' attitudes toward to issues of language in college classes so as to improve the multicultural aspect of educational courses. We used statistical analyses of survey results filled out by two hundred seventy four preservice teachers as sources of data for addressing students' changes of attitudes related to language issues. Statistical analyses of the data indicate the closing gap between students who had lower scores and higher scores on the pre surveys. The implications for multicultural education and, professional development are discussed.

Key Words: Language, Multicultural education, Personal and Professional Beliefs, Diversity, Attitudes

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Introduction

A growing number of American schools enroll students a complex mix of races, cultures, languages, and religious affiliations. However, the adults who teach this mix of children remain largely homogeneous – white, female, monolingual, Christian adults (Banks, 2004; Cochran-Smith, 2004; Nieto, 2004; Sleeter & Grant, 1999). We must also acknowledge that this gap is increasing year by year. The most recent information available on the nation's teaching force draws a profile that is very different from the student profile. White teachers currently represent 86 % of the teaching force and the vast majority (80%-93%) of students enrolled in teacher education programs are white students. Zimpher & Ashburn (1992) add that a large number of the faculty responsible for teaching prospective educators also come from a similar backgrounds. It seems that the teaching force profile will remain primarily White European American. Therefore it is unavoidable that "These shared characteristics create a cycle where teachers reinforce similar generalizations, biases, prejudices, and mores about diverse others" (Gallagher-Geurtsen, T., 2007).

The conditions of students with and without the advantages of race, culture, language, and socioeconomic status, as well as the access to resources like equipment, supplies, physical facilities, books, computer technology, and class size, show huge differences between urban, suburban and rural schools (Cothran & Ennis, 2000; Darling-Hammond, 1995; Gould, 1996; Kozol, 1991, 1995). The educational implications of these differences between student population and teaching force are far greater than statistical numbers if we look at the experiences of most teachers who speak only English while many students speak a first language that is not English (Gay, 1993; Irvine, 1997). The Census 2000 estimates that 82% of people in the United States are monolingual English speakers. Therefore it is become more important for teachers to meet the language needs of their students if we consider the growing number of immigrant students in our schools.

Issues of Language

Thiong'o (1995) stated that "Language carries culture, and culture carries, particularly through culture and literature, the entire body of values by which we come to perceive ourselves and our place in the world". Similarly Gallagher-Geurtsen (2007) points the larger societal and political systems to place the issue of language that, "the language/culture of classroom curriculum and instruction is a contested terrain that cannot be extracted from, for example, political interests, history, issues of economics, and human rights" (p.41). Moreover she stated that, "Over time, dominant groups have assigned a particular status to languages and often place English at the top of their lists. The unequal status afforded different languages can translate into troubling cultural practices" (p.41). More practically Brown & Kysilka (2002) explain that "The dominant English-speaking culture in the United States has a legacy of being intolerant toward speakers of other languages. ...In schools, teachers and students have too often discriminated against individuals who speak limited English or have a strong accent (p.39). McIntosh's (1988) lists the daily advantages of native standard English speakers. Some of these privileges form her lists are:

- I do not feel the need to make my name more like "everyone else's," for example, anglicizing Beatriz to Betty or Estalex to Stanley.

- I can speak my native language and interact using my native culture at school and at work without being considered suspicious or secretive.
- I can easily take classes in my native language and culture while I learn a second language and culture.
- If I want to learn a second language, I can begin taking classes that take into consideration how much of that second language I have already acquired.
- I can learn my first language/culture first and my second language/culture second, etc.
- I do not feel the need to eliminate my accent.
- Most of the time, I feel that I understand what my teacher says and does.
- When I take a standardized test, I can take it in my stronger language and feel confident that it represents what I know (pp. 2-5).

This list points the importance of effective teaching process especially in the multilingual classrooms. Lucas, Henze, and Donato (1990) identified eight factors that have successful results with language minority students for schools:

- Value is placed on the students' languages and cultures
- High expectations of language-minority students are made concrete
- School leaders make the education of language-minority students a priority
- Staff development is explicitly designed to help teachers and other staff serve language minority students more effectively
- A variety of courses and programs for language-minority students is offered
- A counseling program gives special attention to language-minority students through counselors (who understand those students linguistically as well as culturally)
- Parents of language-minority students are encouraged to become involved in their children's education
- School staff members share a strong commitment to empower language-minority students through education (pp. 324-325).

Teachers Attitudes and Beliefs

Research findings support the idea that both teacher attitudes and beliefs drive classroom actions (Nespor, 1987; Richardson, 1996). People's views of reality are socioculturally constructed and given personal meaning by their sociocultural experiences. They therefore interpret the world and their experiences differently. Cobern (1991) described a worldview as "the foundational belief, i.e., presuppositions, about the world that support both common sense and scientific theories" (p.7). The personal experiences of teachers help form their educational worldviews, intellectual and educational dispositions, beliefs about self in relation to others; understanding of the relationship of schooling to society, and other forms of personal, familial and cultural understandings (Richardson, 1996). In addition, ethnic, racial, and social backgrounds, along with gender, geographic location and religious affiliations, affect how individuals learn to teach and their actual teaching (Richardson, 1996). Teachers' reflections on personal and classroom events are examined through the lens of their worldviews, beliefs, attitudes, and images (Clandinin, 1986; Richardson, 1996). Similarly Lisa Delpit (1995) stated that, "We do not really see through our eyes or hear through our ears, but through our beliefs" (p. 46).

Purpose of the Study

This study addressed the following questions:

- How does the demography of preservice teachers' influence their beliefs on the issues of language in diversity context?
- What are the changing attitudes and beliefs, if any, of preservice teachers' views on the issues of language in diversity context?

Demographic Profile of the Participants

The data for this study were drawn from a population of preservice teachers enrolled in a teacher education program in the South. Approximately, 90% (n=247) of respondents were female and 10% (n=27) were male; and 23% (n=63) of the respondents were 19 years of age, 47% (n=128) were 20 years of age, 21% (n=58) were 21 years of age, 5% (n=14) were 22 years of age, .5% (n=1) were 23 years age, 2% (n=6) were 24 years and older age, 1.5% (n=4) were left the age item as blank. Demographic data suggests that 86% (n=235) of the respondents were juniors, 10% (n=27) senior, 4% (n=12) sophomores; 18% (n=50) of respondents had taken 0-1 courses related to multicultural themes, 56% (n=153) of respondents had taken 2-3 classes, and 20% (n=56) of respondents had taken 4 or more courses with multicultural themes, and 6% (n=15) percent of the respondents did not respond to this item, and 85% (n=223) of respondents were monolingual and 15% (n=41) of them stated that they know more than one language. And demographic variables demonstrates that 54% (n=149) of respondents were Protestant, 22% (n=59) were Catholic, 9% (n=24) Jewish, 2% (n=6) were described themselves other than listed groups, and 13% (n=36) did not choose any options and 29% (n=80) of the respondents had inner-city program experiences as a volunteer or staff member, while 57 % (n=157) of them indicated they had no experiences of any inner-city program, and 14% (n=37) of them did not respond to this item.

Instrument

The Personal and Professional Beliefs about Diversity Scale was developed by Pohan, and Aguilar (1994). It consisted of two beliefs scales about diversity. For the 15-item Personal Beliefs About Diversity Scale, different issues are posed within the context of one's personal sphere or worldview (e.g., relationships, raising children, treatment by others, living conditions, and collective stereotypes). The 25-item Professional Beliefs About Diversity Scale consists of items measuring diversity with respect to (a) race/ethnicity, (b) gender, (c) social class, (d) sexual orientation, (e) disabilities, (f) language, and (g) religion. These areas reflect an evolution of topics and contexts throughout the various test development phases. In this study statistical analysis of items and item groups related to issues of language and their comparison with demographic variables used as sources of data for addressing the changes related to language within the context of diversity. As an indication of reliable alpha value over .70 was found both pre and post surveys. For The Personal Beliefs About Diversity Scale alpha scores were; Pre-test alpha: .768 (n: 274), and Post-test alpha: .799 (n: 274); The Professional Beliefs About Diversity Scale alpha scores were; Pre-test alpha: .790 (n: 274), and Post-test alpha: .801 (n: 274).

Data Analysis

Participants were given the Personal and Professional Beliefs about Diversity Scales as pre and post surveys. The first survey was conducted during the first class session and the second survey done during the last class session. Responses to the 15-item Personal Beliefs About Diversity Scale and the 25-item Professional Beliefs About Diversity Scale are summed to generate a single scale scores for each respondent as well as item groups' scores and items' scores were examined individually for different statistical purposes. The relationships between nominal independent demographic variables and interval dependent variables as survey scores were explored through t-tests for two levels of independent variables and ANOVA for more than two levels of independent variables. Cross tabulations were used to show the distribution of same items on different scales. Survey items related to language issues reflect the importance of first language as well as importance of being bilingual. Personal Beliefs Scale includes 1 item and Professional Beliefs Scale includes 3 items related to language issues. These items;

Personal Beliefs Scale Items

14. It is more important for immigrants to learn English than to maintain their first language. (Reversed Item)

Professional Beliefs Scale Items

6. All students should be encouraged to become fluent in a second language.

16. Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction.

23. Students should not be allowed to speak a language other than English while in school. (Reversed Item)

Demographics and Their Influence on the issues of Language

The First research question examined the relationship with demographic variables, and survey items and pre and post survey results. For statistical analysis to describe language related item group, abbreviations such as LANG1 to describe Pre-Personal, LANG2 Post-Personal, LANG3 Pre-Professional, and LANG4 Post Professional Beliefs About Diversity Scales were used.

Religious Denomination

The question on the demographic information sheet "How would you describe your religious denomination?" shows that 42% (n=116) of respondents described themselves, as liberal, 55% (n=150) as conservative and 3% (n=8) gave no response. To assess the effects of religious denomination on survey item groups' independent t-tests were administered. Table 1 represents the t-tests results between religious denomination and item groups of the scales. The results from the analysis indicate that there are significant differences between liberal and conservative groups in items of language $t(df=264) = 3.211, p < .05$, of Pre-Personal Belief About Diversity Scale,

language $t (df= 264) = 3.708, p < .05$, of Pre-Professional Beliefs About Diversity Scale. The mean values indicate that the liberal group have significantly higher scores than conservative group in all item groups. The results from the independent t-test analysis of religious denomination difference on each survey items indicated Liberal group have significantly higher scores on the items 14 on the Pre-Personal Beliefs Scale and items 16, and 23 on the Pre-Professional Beliefs Scale.

Table 1 Summary of t-tests, Religious denomination - Items Group (Language)

	Religious denomination	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)	(2-Mean Difference)
LANG1	Liberal	116	3.1034	1.0416	3.211	264	.001	.4168
	Conservative	150	2.6867	1.0564	3.216	249.081	.001	.4168
LANG3	Liberal	116	3.9914	.5116	3.708	264	.000	.2425
	Conservative	150	3.7489	.5420	3.735	253.721	.000	.2425

Cross Cultural Friendship

The question on the demographic information sheet “Your current involvement in meaningful cross-cultural friendships, significant relationships is: “indicated that 66% (n=180) of respondents had some cross-cultural friendships while 34% (n=94) stated they had much. To assess the effects of cross cultural friendship involvement on survey item groups’ independent t-tests were administered. Table 2 represents the t-tests results between cross cultural friendship involvement and item groups of the scales. The results from the analysis indicate that there are significant differences between “some” and “much” groups as cross cultural friendship involvement in the items of language $t (df= 272) = -3.127, p < .05$ of Pre-Personal Belief About Diversity Scale, language $t (df= 272) = -2.464, p < .05$ of Post-Personal Belief About Diversity Scale, language $t (df= 272) = -4.647, p < .05$, of Pre-Professional Beliefs About Diversity Scale, language $t (df= 272) = -2.902, p < .05$, of Post-Professional Beliefs About Diversity Scale. The mean values indicate that the “much” group have significantly higher scores than “some” group in all item groups. The results from the independent t-test analysis of cross cultural friendship involvement difference on each survey items indicated “much” group have significantly higher scores on the items 14 on the Pre-Personal Beliefs Scale; items 14 on the Post-Personal Beliefs Scale; items 6, 16, , 23, on the Pre-Professional Beliefs Scale; and items 6, on the Post-Professional beliefs Scale.

Table 2 Summary of t-tests, Cross cultural friendship involvement - Items Group (Language)

	Cross cultural friendship	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)	(2-Mean Difference)
LANG1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161
	Much	94	3.1383	1.1033	-3.046	175.438	.003	-.4161
LANG2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174
	Much	94	3.2340	1.1016	-2.362	168.027	.019	-.3174
LANG3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069
	Much	94	4.0532	.5686	-4.439	166.483	.000	-.3069
LANG4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043

Much	94	4.0709	.5262	-2.970	201.367	.003	-.2043
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Race

The question on the demographic information sheet “To which RACIAL GROUP/S do you belong?” indicated that 83% (n=227) of them were White, and 17% (n=47) of the respondents indicated Non-White. To assess the effects of race on survey item groups’ independent t-tests were administered. Table 3 represents the t-tests results between race and item groups of the scales. The results from the analysis indicate that there are significant differences between White and Non-White groups in the items of language t (df= 272)= -2.025, p< .05, of Pre-Personal Belief About Diversity Scale, language t (df= 272)= -2.665, of Post-Personal Belief About Diversity Scale, language t(df= 272)= -2.6, p< .05, of Pre-Professional Beliefs About Diversity Scale. The mean values indicate that the Non-White group have significantly higher scores than White group in all item groups, except the ability items which White group have higher scores than Non-White group. The result from the independent t-test analysis of race difference on each survey items indicated Non-Whites significantly have higher scores on the items 14 on the Pre-Personal Beliefs Scale; items 14 on the Post-Personal Beliefs Scale; items 23, on the Pre-Professional Beliefs Scale.

Table 3 Summary of t-tests, Race - Items Group (Language)

Race	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	(2-Mean Difference)
LANG1 White	227	2.8062	1.0506	-2.025	272	.044	-.3428
Non-White	47	3.1489	1.0830	-1.985	65.169	.051	-.3428
LANG2 White	227	2.9515	1.0054	-2.665	272	.008	-.4314
Non-White	47	3.3830	1.0332	-2.618	65.296	.011	-.4314

Foreign Travel Experiences

The question on the demographic information sheet “Have you participated any cultural/cross-cultural experiences?” shows that 69% (n=189) of the respondents had foreign travel experience, 29% (n=80) of the respondents had no foreign travel experiences and 2% (n=5) did not respond to the item. To assess the effects of foreign travel on survey item groups’ independent t-tests were administered. Table 4 represents the t-tests results between foreign travel and item groups of the scales. The results from the analysis indicate that there are significant differences between foreign travel experience status in the items of sexual language t (df= 267)= 2.272, p< .05, of Pre-Personal Belief About Diversity Scale. The result from the independent t-test analysis of foreign travel experience difference on each survey items indicated “Yes” group have significantly higher scores on the items 14 on the Pre-Personal beliefs Scale.

Table 4 Summary of t-tests, Foreign travel - Items Group (Language)

Foreign travel	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Mean Difference
LANG1 Yes	189	2.9577	1.0611	2.272	267	.024	.3202
No	80	2.6375	1.0463	2.285	150.743	.024	.3202

Student Body Description

The question on the demographic information sheet “How would you describe the student body at your university?” indicates that 15% (n=41) of the respondents categorized the student body at their university as mainly one racial group, 4% (n=12) as two major racial groups, and majority of respondents, and 81% (n=221) categorized their university as having many racial groups. To assess the effects of university body descriptions on survey item groups’ one-way ANOVA tests were administered. Table 5 represents the one-way ANOVA results between description of university body and item groups of the scale. One-way ANOVA indicated significant differences on item groups in, language (F (2, 271)= 4.007, p< .05), of Pre Personal Beliefs About Diversity Scale, in language (F(2, 271)= 5.663, p<.05), of Post Personal Beliefs About Diversity Scale, and in language (F(2, 271)= 5.491, p<.05), of Pre Professional Beliefs About Diversity Scale across the three categories of university body descriptions. The mean values indicate that participants who described the university body as “mainly one racial group” had the highest mean values on all items groups, “many racial groups “ had the second, and “mainly two racial groups” had the lowest mean values. The results from the one-way ANOVA of students’ body description difference on each survey items indicated significant differences on the items 14 on the Pre-Personal Beliefs Scale; items 14 on the Post-Personal Beliefs Scale; items 6, on the Pre-Professional Beliefs Scale.

Table 5 Summary of ANOVA, University Body Description – Items Group (Language)

		N	Mean	Std. Deviation	df	F	Sig.
LANG1	One	41	3.2195	1.1514	2	4.007	.019
	Two	12	2.3333	.8876			
	Many	221	2.8281	1.0389	273		
	Total	274	2.8650	1.0622			
LANG2	One	41	3.5122	1.0752	2	5.663	.004
	Two	12	2.9167	.9962			
	Many	221	2.9412	.9914	273		
	Total	274	3.0255	1.0214			
LANG3	One	41	4.0569	.5265	2	5.491	.005
	Two	12	3.5278	.4597			
	Many	221	3.8311	.5334	273		
	Total	274	3.8516	.5382			

Changing Attitudes and Beliefs on the Issue of Language

The second part of the of the results starts with an item groups means comparisons that presented in a table and results were examined on the basis of the mean differences of pre and post survey results. And finally, using crosstabulation, and paired t-test statistical procedures, item pairs were compared and changes explained for each language related items of the both surveys.

Language Related Items' Group

Table 6 represents the pre-post survey relationship within the context of language. The results from the analysis indicate that there are significant differences between items related to language issues on Pre and Post, Personal and Professional Beliefs About Diversity Scales, in Personal Belief About Diversity Scale, t ($df= 273$) = -2.620, $p<.05$, in Professional Beliefs About Diversity Scale, t ($df= 273$) = -2.431, $p<.05$. The mean values indicate that the Posttest item groups have significantly higher scores (M (Post-Personal Beliefs About Diversity Scale) = 3.0255, M (Post-Professional Beliefs About Diversity Scale) = 3.9367) than Pretest item groups (M (Pre-Personal Belief About Diversity Scale) = 2.8650, M (Pre-Professional Beliefs About Diversity Scale) = 3.8516).

Table 6 Summaries of t-tests, Paired Samples Statistics

	Mean	N	Std. Deviation	Paired Differences	t	Df	Sig. (2-tailed)
LANG1	2.8650	274	1.0622	Mean			
LANG2	3.0255	274	1.0214	-.1606	-2.620	273	.009
LANG3	3.8516	274	.5382				
LANG4	3.9367	274	.5606	-8.52E-02	-2.431	273	.016

Language Related Items - Crosstabulations

Paired t tests on the four language related scale items indicated significant differences between means on pretest and posttest on item 14 (t ($df= 273$) = -2.620, $p< .05$) of Personal beliefs Scale, and item 16 (t ($df= 273$) = -4.388, $p< .05$) of Professional beliefs Scale (Table 7, Table 8).

Table 7 Summary of Paired t test for Differences – Personal Beliefs Scale

Pairs	Pretest Mean	Std. Deviation	Posttest Mean	Std. Deviation	Paired Differences		t	p-value
					Mean	Std. Deviation		
14	2.8650	1.0622	3.0255	1.0214	-.1606	1.0144	-2.620	.009

Table 8 Paired t test for Differences – Professional Beliefs Scale

Pairs	Pretest Mean	Std. Deviation	Posttest Mean	Std. Deviation	Paired Differences		t	p-value
					Mean	Std. Deviation		
6	4.1715	.7485	4.1131	.7643	5.839E-02	.7340	1.317	.189
16	3.4489	.8849	3.7263	.8526	-.2774	1.0464	-4.388	.000
23	3.9343	.8534	3.9708	.8511	-3.6496E-02	.9715	-.622	.535

Language related items in the personal beliefs scale in both surveys are still too low for an educator to worry about. Gollnick & Chinn (2004), after referring The Lau decision of 1974, which ensures non-English-speaking children the right to an appropriate education that meet their linguistic needs, stated “Even with a legal

mandate, appropriate services may not always be delivered because of lack of tolerance or insensitivity to language or dialects that are not considered standard English (p.269).

Paired t tests on each of the fifteen Personal Beliefs About Diversity Scale items indicated significant differences between means on pretest and posttest on items 14, (Table 7). Table 9 represents the students' ratings on the fourteenth item of pre and post Personal Beliefs Scale. On item 14 (Reversed item - It is more important for immigrants to learn English than to maintain their first language) participants responses moved over to the undecided line from under the undecided line. The findings on the pretest were: strongly disagree – 13 (4.7%), disagree – 78 (28.5%), undecided – 63 (23%), agree – 99 (36.1%), strongly agree – 21(7.7%). The responses on the posttest were: strongly disagree – 17 (6.2%), disagree – 80 (29.2%), undecided – 85 (31%), agree –77 (28.1%), strongly agree – 15 (5.5%).

Table 9 I14 & II14 Crosstabulation

	II14					Total	
	1.00	2.00	3.00	4.00	5.00		
I14	1.00	8	10	3		21	
	2.00	5	49	26	18	1	99
	3.00		9	32	17	5	63
	4.00	2	8	20	40	8	78
	5.00		1	4	5	3	13
Total		15	77	85	80	17	274

Paired t tests on each of the twenty five items of the Professional Beliefs About Diversity Scale indicated significant differences between means on pretest and posttest on items, 16, (Table 8). Table 10 represents the students' ratings on the sixteenth item of pre and post Professional Beliefs Scale. On item 16, (Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction) participants' responses slightly moved toward to the agree statement. The pretest gave the following results: strongly disagree –4(1.5%), disagree – 34 (12.4%), undecided – 98 (35.8%), agree – 111 (40.5%), strongly agree – 27 (9.9%). Their responses on the posttest were as follow: strongly disagree – 4(1.5%), disagree – 21 (7.7%), undecided – 60 (21.9%), agree – 150 (54.7%), strongly agree – 39 (14.2%).

Table 10 I16 & II16 Crosstabulation

	II16					Total	
	1.00	2.00	3.00	4.00	5.00		
I16	1.00	1		1	1	1	4
	2.00	2	7	9	11	5	34
	3.00		9	26	58	5	98
	4.00	1	5	17	69	19	111
	5.00			7	11	9	27
Total		4	21	60	150	39	274

Summary

Using the relationship with demographic variables, and survey items and pre and post survey results we can summarize the results as follows:

- Cross-cultural friendship involvement is the one level of demographic profiles that had impact on both pre and post surveys. Students who reported that they had much cross cultural friendship had higher scores on all scales than students with some cross-cultural friendships.
- Religious denomination is another level of demographic profiles that had impact on both pre Personal Beliefs About Diversity Scale and pre Professional Beliefs About Diversity Scale. Students who reported that they belong to the Liberal groups had higher scores on scales than students those who reported conservative groups. The impact of religious denomination disappeared on the post scales.
- Second language status had impact on the pre Personal Beliefs About Diversity Scale and pre Professional Beliefs About Diversity Scale with bilinguals having the higher scores. The impact of this variable disappeared on posttests.
- Foreign travel experience had an impact on only the pre Personal Beliefs About Diversity Scale with the yes group recording higher scores. The differences between groups disappeared on the posttest.
- Race had impact on the pre and post Personal Beliefs About Diversity Scale with Non-Whites having higher scores. The impact of race did not significant on the pre Professional Beliefs About Diversity Scale.
- The way that students rated the university body had an impact on pre and post Personal Beliefs About Diversity Scale and the pre Professional Beliefs About Diversity Scale and, its impact disappeared on the posttest.

Relationships between language item group and demographic variables can be summarized as follows:

- Non-Whites had higher scores than Whites.
- Foreign travel experienced group higher scores than those who had not experience travel.
- Who described university body as a monocultural environment had higher scores than those who described the university body as multicultural environment.
- Liberals had higher scores than conservatives.

- Who had more cross-cultural friendships had higher scores than students who had fewer cross-cultural friendships.

Paired sample t-test of item analysis indicates that students' responses on items 14, of Personal Beliefs About Diversity Scale significantly changed on post survey. For item 14, participants' scores on the on the post survey were increased. Paired sample t-test of item analysis indicates that students' responses on item 16 of Professional Beliefs About Diversity Scale significantly changed on post survey. Participants' scores on the on the post survey were increased.

Discussion

Cross-cultural friendship was another variable that signaled higher scores on all surveys. Smith, Moallem, and Sherrill (1997), and Garmon (2004) point out the importance of cross-cultural friendship involvement to develop a greater multicultural awareness. The clear impact of cross-cultural friendship involvement on all surveys gives the direction that we should look at the ways to increase our students' cross cultural friendship involvement. In the educational context we need to organize programs, projects, especially to involve preservice teachers to gain involvement, understanding and appreciation of persons of different cultures. The analysis of participants' description of the student body at their university show that Non-Whites described the university body as less culturally diverse, while the White participants descriptions draw a different profile, that of a multiracial environment. Another important implication of these statistical results is the closing gap between students who had lower scores and higher scores on the pre surveys. The effects of race, foreign travel, second language, and university body description disappeared on the post surveys. In teacher education context, we need to place courses with focuses on multicultural themes in the early years of teacher education programs. These courses might help students to close the gap in terms of understanding multicultural issues within their peers, but also provide them a lens to look at the issues for the rest of their experiences in teacher education programs.

One of the important results of these statistical analyses points to the multi dimension of multicultural concepts and multicultural education in both personal and professional contexts. Even though the mean values and paired t-test scores present significant changes on the participants' beliefs regarding the issues of language, it is noteworthy that the actual number of responses are still important for an educator to be concerned about, especially in a teacher education context. For example on the fourteenth item of the Personal Beliefs About Diversity Scale (It is more important for immigrants to learn English than to maintain their first language), 91 (33.2%) disagree responses on pretest moved to 97 (35.4%) disagree responses on the posttest and on the sixteenth item of the Professional Beliefs About Diversity Scale (Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction), 138 (50.4%) agree responses on pretest moved to 189 (69%) agree responses on posttest, and 85 (31%) responses on posttest were either undecided or disagree with this statement.

Nespor (1987) stated that, "beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems and are stronger

predictor of behavior” (p.311). Pohan and Aguilar (2001) explain the notion of the Personal and Professional Beliefs About Diversity Scales’ two dimensions, that “there might be a situation in which one’s personal beliefs about given issue could be in direct conflict with his/her beliefs in a professional context”(p.160). For example, in a personal context, a preservice teacher believe that being bilingual is an advantage for a teacher in our increasingly diverse society, but same preservice teacher might be against the bilingual education in schooling as professional context. Therefore it is critical the relationship between personal and professional beliefs. Our analysis indicates a linear relationship between personal and professional beliefs that can be concluded as a person’s personal beliefs reflect his/her professional beliefs.

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