

A critical multicultural education learning module for English language teacher education programs

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ABSTRACT As classrooms become increasingly diverse in terms of culture and language, many teacher education programs have started to incorporate critical multicultural education (CME). Within the framework of a qualitative research design, the aim of this study was to construct a concise learning module that introduces CME to pre-service English language teachers and encourages them to adopt a critical perspective in their teaching. Developing this module involved a meticulous four-stage process. In the initial two stages, the module was formulated through iterative brainstorming sessions, and in the latter stages, it was implemented with groups of English language teaching students. The overall findings indicate that the module provided various benefits including fostering positive attitudes towards diversity, promoting an understanding of social issues, and raising awareness about educational goals, the ideologies behind education, and the political position of teaching. It is evident that the implementation of CME in teacher education positively impacts pre-service teachers by instilling more favorable attitudes toward diversity. This study highlights the significant influence of CME courses on pre-service teachers.

Keywords: *Critical multicultural education, Developing critical multicultural education course, English language teaching, Teacher education*

İngilizce öğretmenliği programları için eleştirel çokkültürlü eğitim öğrenme modülü

ÖZ Sınıflar giderek kültür ve dil açısından çeşitlenirken, birçok öğretmen eğitimi programı eleştirel çokkültürlü eğitimi (EÇE) benimsemeye başlamıştır. Nitel araştırma tasarımı çerçevesinde, bu çalışmanın amacı, İngilizce öğretmen adaylarına EÇE'yi tanıtan ve onları öğretmenlik uygulamalarında eleştirel bir bakış açısı benimsemeye teşvik eden bir öğrenme modülü oluşturmaktır. Bu modülün geliştirilmesi dört aşamalı bir süreci içermektedir. İlk iki aşamada, modül, tekrarlayan beyin fırtınası oturumları aracılığıyla yapılandırıldı ve sonraki aşamalarda, İngilizce öğretmenliği öğrencilerinden oluşan çeşitli gruplarla uygulandı. Çalışmanın genel bulguları, modülün çeşitliliğe olumlu tutumları teşvik etme, sosyal konuları anlama ve eğitimin hedef ve ideolojileriyle öğretimdeki siyasi pozisyonlar hakkında farkındalığı artırma gibi faydalar sağladığını göstermektedir. Genel olarak öğrenme modülü çeşitlilik, eğitimde eleştirel yaklaşımlar ve eleştirel çok kültürlü eğitim gibi konularda öğretmen adaylarına daha derin bir anlayış kazandırmak için belirlenen hedeflerini gerçekleştirmiştir. Öğretmen eğitiminde EÇE'nin uygulanmasının öğretmen adaylarının eğitimde eleştirel bakış açılarını geliştirdiği açıktır. Dolayısıyla, bu çalışma öğretmen adayları üzerinde EÇE derslerinin önemli etkisini vurgulamaktadır.

Anahtar Sözcükler: *Eleştirel çokkültürlü eğitim, Eleştirel çokkültürlü eğitim dersi geliştirme, İngilizce öğretimi, Öğretmen eğitimi*

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INTRODUCTION

As classrooms become more culturally and linguistically diverse, it is imperative that teachers develop insight into the unique identities and needs of their students, including those related to language, culture, race, ethnicity, and socioeconomic status, in order to effectively support and empower all learners in the classroom. In this context, teachers need to recognize that their own knowledge, attitudes, and beliefs towards diversity may require constant reflection and evolution (Benediktsson, 2022; Lash, 2021). This recognition underscores the need for teacher education programs to provide comprehensive diversity training for pre-service teachers (Ukpokodu, 2003). Consequently, many teacher education programs around the world have adopted multicultural education (ME) as a means to train teachers to address diversity (Lowe, 2007).

In essence, ME is an educational program aimed at meeting the academic and social needs of every student, regardless of their race, sex, ethnicity, or social class (Suzuki, 1979). However, over time, different scholars have had different views on the categorization of ME. While some have taken a conservative approach that encourages the idea of a ‘common culture’ ignoring the power or privilege of dominant groups, others have taken a liberal approach that seeks to address the concerns of all groups equally without disrupting the existing power structure. A third, critical approach emphasizes the transformation of society into a space of equal representation for diverse backgrounds such as race, gender, and class (Gorski, 2009; Lowe, 2007). These different approaches have been incorporated into teacher education programs to prepare teachers for diverse educational settings.

The critical approach, also known as Critical Multicultural Education (CME), aims to address power imbalances and create opportunities for all students to succeed, regardless of their background. In recent years, there has been an increasing call to integrate CME into teacher education programs (Feinauer & Whiting, 2021; Kennedy & Lopez, 2022; Krummel, 2013; Lowe, 2007; Sardabi et al., 2018; Ukpokodu, 2003), including those for English language teachers, to equip them with the skills and knowledge necessary to create inclusive and equitable classrooms with a critical analysis of the systemic influence of oppression and power on education (Gorski, 2009). By incorporating CME into English language teaching, teachers can create an environment that values and respects diverse perspectives and experiences and encourages critical reflection and inquiry into issues of social justice and equity (Guilherme, 2007; Reagan & Osborn, 2001).

In the field of teacher education, CME has been integrated into courses or taught as a standalone subject, with studies showing that it provides pre-service teachers with valuable insights about their identities and the privileges or disadvantages that come with them (Brazill & Ruff, 2022; Eun, 2023; Jun, 2020; Liggett, 2011; Mili & Towers, 2022; Whiting & Cutri, 2015). A range of studies have examined the impact of CME on teachers' and students' attitudes (Hjerm et al., 2018), beliefs, and behaviors towards diversity (Abednia & Izadinia, 2013) and social justice (DiAngelo & Sensoy, 2010), as well as its effects on academic achievement and engagement (Imai, 2023; Tan, 2022). However, there is a research gap regarding the integration of CME into English language teacher education programs and its impact on pre-service teachers' attitudes and practices. Moreover, the existing literature on CME is largely dominated by studies from North America and Western Europe, with limited attention given to the experiences and perspectives of scholars and educators from non-Western and non-English-speaking countries such as Türkiye.

In the Turkish context, some studies have investigated the effectiveness of ME courses on pre-service teachers' attitudes (Arsal, 2019; Erbaş, 2019; Kurtuluş & Arsal, 2023; Turhan & Kirkgoz, 2018). Previous studies in Turkish literature, however, do not address the critical aspect of multicultural education. Therefore, it is clear that there is still a need for more studies that investigate implementation of CME in Turkish teacher education programs, especially English language teacher education, and its potential for enhancing pre-service teachers' professional development. This research gap is significant, as it limits our understanding of how CME can be effectively integrated into English language teacher

education. Thus, taking this research gap as a departure point, we aimed to develop a short learning module that seeks to introduce pre-service English language teachers to CME for English language teaching and its implications for their future classrooms. The goal of this short learning module is to raise awareness, increase curiosity and initiate a change of attitude and emotion towards critical multicultural education. Accordingly, the study explored the following research questions:

1. How is the CME module perceived by pre-service English language teachers?

1.1. What are the perceived benefits and limitations of the CME module for pre-service English language teachers?

Multicultural Education and Approaches to Multicultural Education

Learning, which plays a critical role in human development, refers to a transformation in one's way of thinking, emotions, behaviors, or attitudes. During the learning process, experiences are considered one of the most significant factors that shape one's identity, primarily through family, schools, and culture (Braungart & Braungart, 2011). In the sense of culture, societies have become more diverse after World War II and with the recognition of the impact of experiences on identity formation (Allemann-Ghionda, 2001). In a broader sense, diversity can be defined as "individual and group differences along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, and various lifestyles, experiences, and interests" (Ferris State University [FSU], n.d.). Currently, it is widely acknowledged that all societies are culturally diverse, and no country comprises solely one cultural identity. The diversity that exists in society is mirrored in educational settings as well, as noted by Dali and Caidi (2017). As a response to this, ME has emerged to address the need for a more inclusive approach to education (Yu, 2022), which acknowledges and celebrates diversity in all its forms (Silverman, 2010). Since educational institutions consist of students from diverse backgrounds and identities, ME has become a frequently used term in schools, teacher education programs, and educational policy documents (Lowe, 2007).

ME intends to provide learning environments in which students can access their social and academic needs, regardless of their differences in terms of race, sex, ethnicity, or social class background (Suzuki, 1979). To achieve this, ME can be considered as (1) an idea or concept that all students should have equal opportunities to learn, (2) an educational reform movement that prioritize redesigning teaching strategies in ways that empower all students, (3) as a process that is never-ending, constantly working to create schools that value justice, equality, and freedom, even if these goals may never be fully attained (Banks, 1995). Depending on the approach ME follows in its pursuit of providing equal educational opportunities for all students, several scholars have classified ME into distinct categories that enable clear differentiation of their specific features, which are mainly: (1) conservative multiculturalism; (2) liberal multiculturalism; and (3) critical multiculturalism (Gorski, 2009; Hummelstedt et al., 2021; Lowe, 2007).

As Gorski (2009) explains, conservative multiculturalism is a strategy that denies racism and prejudice but fails to recognize the power or privilege of dominant groups. In this approach, students may be exposed to representations of diverse groups, but these would probably be conservative or marginalizing in nature. It supports existing power structures by using othering language, viewing minority groups as homogenous, and embracing ME from a capitalistic standpoint. Similarly, liberal multiculturalism also aims to address the concerns of all groups equally without challenging the current power structure. However, contrary to conservative multiculturalism, liberal multiculturalism emphasizes understanding, accepting, appreciating, and celebrating diversity. Yet, it fails to address educational inequalities. Overall, these two approaches to multiculturalism do not have a transformative political agenda and have limited ability to initiate social change. Consequently, with these two approaches, multiculturalism cannot move beyond being another form of accommodation for the larger social order (Gorski, 2009).

The type of multiculturalism that centers around the political underpinnings of diversity is critical multiculturalism. It connects identity elements like race, gender, and sexual orientation to systemic inequality, recognizing the broader social context of the education system. It highlights the link between

unjust educational systems and societal injustices, as well as preparing teachers to resist oppression and reflect this resistance in their teaching. Social reconstruction is a fundamental aspect of this approach (Gorski, 2009).

Critical Multicultural Education and Critical Language Teaching

In a critical sense, CME is different from the other versions of ME. While other versions of ME hold the belief that components of diversity such as race, class, gender, and any other diverse identities are something to be agreed upon, critical multiculturalism does not encourage turning differences into sameness; instead, within a diverse society, it seeks a system that is just and allows equity and empowerment (Balci, 2023). Overall, CME intends to establish an education system that encourages students to be critically engaged with diverse cultural backgrounds, including their own, and that allows them to explore the complex relationship between diverse social identities within a large system consisting of hegemonic power relations (May, 2005). However, Okazaki (2005) argues that, throughout the history of language teaching, methods such as the Audio Lingual Method, Communicative Language Teaching, or Content-based Language Teaching have been developed with the intention of maximizing the effectiveness of language instruction. However, research indicates that they are insufficient in addressing the social and political complexity of language learning and fail to address the needs of diverse learning environments. Since language teaching includes various social, cultural, and historical aspects, any single method or approach cannot be the one and only suitable way to teach language. Therefore, critical approaches to language teaching offer an alternative perspective without separating learning from its personal, socio-historical, and political contexts (Okazaki, 2005).

Given its widespread use and dominance in today's world, the English language is a very powerful conduit for diverse identities and representations, which means teaching English also needs to address the challenge of preparing students who can consciously and critically engage with the language (Guilherme, 2007). Critical language teaching encourages language educators to not only reconsider the purpose of language instruction but also re-examine unrevealed biases about language, power, and equity that dominate language use. This means that language education is beyond teaching and learning linguistic systems; instead, it is about understanding and critically analyzing social and cultural knowledge (Reagan & Osborn, 2001).

Yet mainstream ELT, dominated by a test-oriented viewpoint, tends to focus on solely cognitive and linguistic aspects of language teaching without addressing the critical parts of it. The ELT field can come close to accomplishing its political, social, and cultural responsibilities only if it starts to take on critical approaches to language teaching (Abednia & Izadinia, 2013). In order to do so, a language teacher must be aware of the political and sociocultural underpinnings of the language and its use in addition to being competent in the language that they teach (Reagan & Osborn, 2001). Consequently, in order to challenge the dominant discourses of the West and encourage the counter-discourses while using English, English language teachers need to become political actors who can engage in critical pedagogies (Pennycook, 1995).

Yet, as teacher education programs do not incorporate critical approaches to education most of the time, many teachers are not conscious of the underlying ideologies behind education and the injustices within the educational system. As a result, many teachers and pre-service teachers tend to exhibit an uncritical and accepting stance towards these injustices (Ukpokodu, 2003). In this context, teacher education programs play a significant role in shaping teacher cognition, which eventually affect their teaching practices. Therefore, it is essential for teacher education programs to focus on the transformational, political, ethical, and liberatory dimensions of education to prepare teachers who can create an environment for positive action (Sardabi et al., 2018). Even though there are no clear-cut guidelines for designing university-level courses tailored to teach multiculturalism, when applied with thought, CME has great benefits for pre-service teachers in terms of gaining critical consciousness and challenging the inequalities underlying the school culture (Rubin, 2018; Ukpokodu, 2003).

The influence of a course developed based on CME has been explored by many researchers in the field of teacher education globally. For instance, in a study conducted with pre-service teachers attending a critical multicultural course, the participants reported that their previous biases against diverse students changed and they gained new insights about their sociocultural experience as well as their educational experience (Ukpokodu, 2003). Similarly, in another study involving pre-service teachers in early childhood education, a critical multicultural teacher education course was found to have positive influences on their personal and professional identities (Jun, 2020). Whiting and Cutri (2015) found that pre-service teachers, in terms of their critical consciousness, became more willing to reflect on their personal identities and discuss their privileges in terms of socioeconomic opportunities, educational opportunities, and white privilege after participating in a CME course. Likewise, Liggett's (2011) study revealed that incorporating a critical multicultural framework into course content significantly enhanced pre-service teachers' sense of agency in terms of integrating critical multiculturalism into their teaching, even though they were initially unwilling to challenge the status quo as future teachers. Overall, when we explore the literature globally, we see that courses that are developed within a critical multiculturalism framework positively influence the perceptions of pre-service teachers and produce various implications for teacher education regarding the application of CME (e.g., Abednia & Izadnia, 2013; Zamudio et al., 2009). Since there is no study that intends to investigate CME and its practices in the Turkish teacher education context, the present study aims to develop a short learning module that introduces pre-service English language teachers to CME and its implications for their future classrooms.

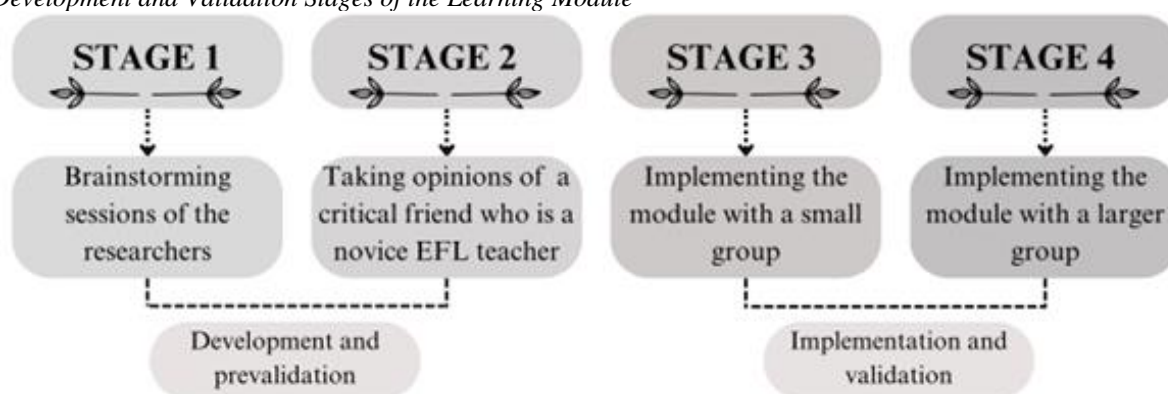
METHODOLOGY

Within the framework of a qualitative research design, the objective of this study was to construct a concise learning module to introduce CME to pre-service English language teachers and enhance their understanding to encourage them to take a critical perspective in their teaching. Therefore, this module aims to acquaint pre-service teachers with concepts pertaining to CME and critical language teaching. With this goal in mind, the study endeavors to validate the learning module based on the lived experiences and perceptions of pre-service English language teachers aiming to provide insights into its appropriateness and effectiveness. Before the data collection process, an ethics committee approval was obtained from Canakkale Onsekiz Mart University dated 25/03/21 and numbered E-84026528-050.01.04-2100049960.

Developing and Validating the Learning Module

The learning module encompasses a two-week, six-hour program. Its content includes a comprehensive exploration of transformative learning, CME, critical consciousness, and their integration within the context of education and language education. The development of this module involved a meticulous four-stage process, as depicted in Figure 1.

Figure 1.
Development and Validation Stages of the Learning Module



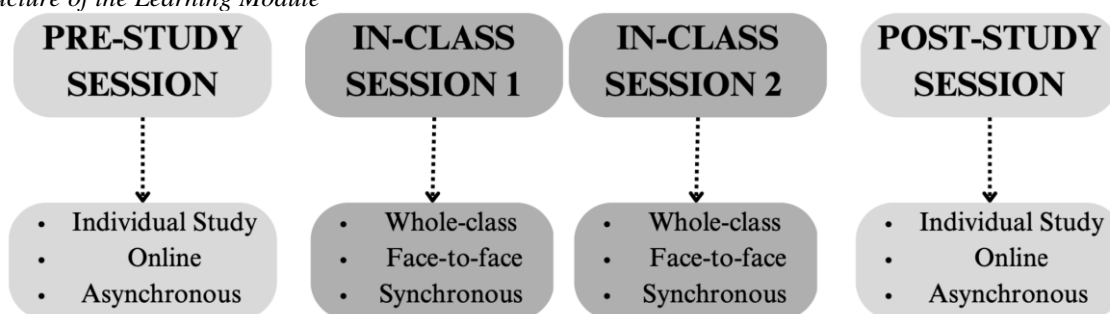
Stage 1: Brainstorming Sessions of the Researchers

During the initial stage of module development, two researchers engaged in iterative brainstorming sessions on how to construct the learning module, drawing upon their personal experiences in education and relevant literature on CME, since the first researcher completed a graduate level course on critical language teaching along with preparing critical lesson plans and conducting hands-on research, while the second researcher is a senior faculty member who has substantive experience in critical pedagogy and critical multicultural education as she runs a graduate level course. Also, during the construction of the module, expert opinion was sought from an experienced faculty member. These deliberations led to the formulation of the module's general structure, intended outcomes, content, and materials, as well as the tasks to be included.

As for the general content of the module, the module was constructed based on the CME approach as explained by Gorski (2009). Keeping the three characteristics of CME in mind, the module attempted to focus on critical educational policy analysis at an institutional and interpersonal level including the curriculum and decision-making process, as well as at an interpersonal level, addressing perceptions of educational inequalities, in relation to considering schools in a larger social context, unjust systems in education, and parallel injustices in society.

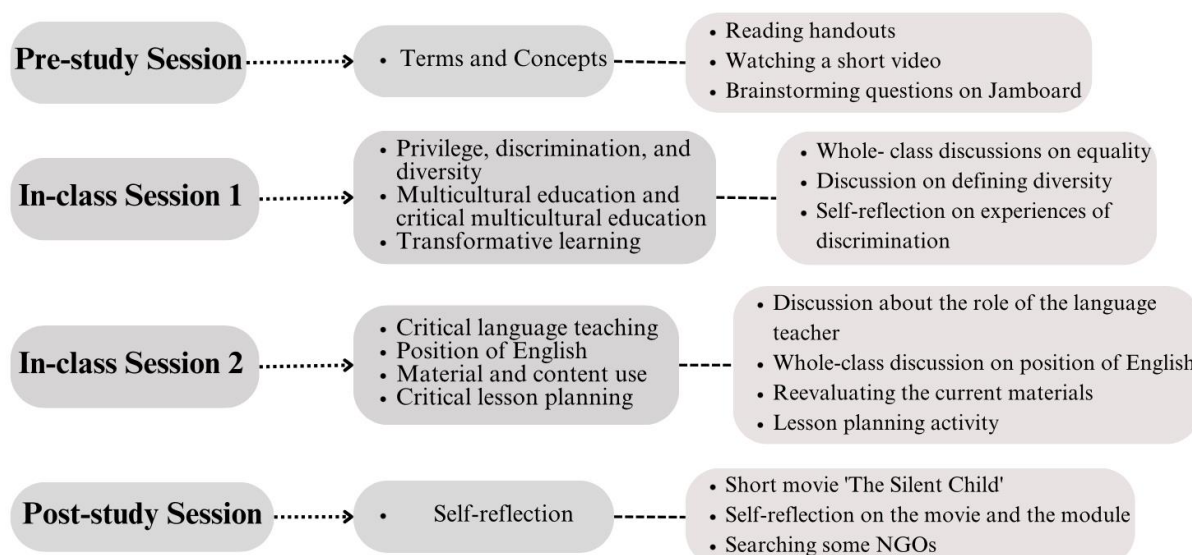
Based on the initial brainstorming sessions and formulation of the general content, to construct the module a digital tool called the Learning Designer tool (<https://www.ucl.ac.uk/learning-designer/>) was used. The Learning Designer is a tool that is used by teachers to plan their teaching and learning activities. The tool includes six types of learning practices: acquisition, inquiry, practice, discussion, collaboration, and production, so that teachers have the opportunity to design an optimal learning process for their unique contexts based on these learning types. Thus, it enables a shareable learner-centered collaborative inquiry. Also, with a pie-chart display, teachers can see the graphic of their lessons' balance and share it with other teachers to receive feedback and/or use other teachers' learning designs (Dobozy, 2013; Laurillard, et al., 2018). Consequently, when building this learning module, creating a learning environment that is open to collaboration, feedback, and reflection was taken into account, and appropriate online learning tools and maximum teacher-learner-peer inquiry were utilized. In the end, the module was designed to include: an asynchronous pre-study session conducted one week before the start of classes; two face-to-face synchronous in-class sessions with the teacher; and an asynchronous post-study session scheduled one week after the end of classes. The detailed structure of the learning module is presented in Figure 2.

Figure 2.
Structure of the Learning Module



The pre-study session aimed to facilitate initial self-introductions among the pre-service teachers and familiarize them with the fundamental terms and concepts related to the course module, such as diversity, privilege, and inequalities. The in-class sessions were dedicated to introducing CME, transformative learning, and critical language education. The post-study session encouraged self-reflection and further research on the topics addressed throughout the course. The initial content structure of the learning module is illustrated in Figure 3.

Figure 3.
The Initial Content Structure of the Module



Overall, the learning module’s structure, outcomes, content, materials, and tasks were meticulously constructed to offer pedagogical insights into CME.

Stage 2: Taking Opinions of a Critical Friend

As the first stage of developing the module concluded, the input of a critical friend, who happened to be a novice English as a Foreign Language (EFL) teacher, was sought to evaluate the suitability of the module's overall structure, outcomes, content, materials, and tasks for the target audience. As our critical friend is close to the target audience in terms of age, knowledge, and experience, they provide valuable preliminary information on the module and its materials prior to the implementation. With oral and written reports, feedback considering the content, materials, tasks and outcomes of the learning module was received in this process. This second stage of opinion gathering resulted in the refinement of the syllabus of the learning module, as depicted in Table 1.

Table 1.
Original Syllabus of the Module Before Small Group Implementation

Date	Topics	Procedure	Tools
Week 1	Pre-Study		
	Diversity	Two short videos about privilege Discussion about privilege on Jamboard	YouTube Jamboard
	In Class		
	Privilege Discrimination	Reading about the concepts: TL, CME, and CC, and discussion about these concepts.	Handouts Padlet
	Diversity CME TL	Defining diversity In class presentation of the topics	PearDeck
Week 2	In Class		
	ELT and CME Position of English Practical tips for EL teachers	Reading about the concepts: ELT & CME In class presentation of the topics Discussion about materials	Handouts YouTube PearDeck
	Post-Study		
	Self-reflection	The short movie called 'The Silent Child'	YouTube

Stage 3: Implementing the Module with a Small Group

In the third stage, the first validation study was conducted, and the module was put into practice by the first researcher with a small group of participants.

Setting and Participants Due to COVID precautions, instead of conducting face-to-face in-class sessions, the module was conducted online through Zoom and Pear Deck between the dates of June 7th and 14th, 2021, with the participation of 15 pre-service teachers who were studying at the English Language Teaching programs in different universities in Türkiye; Trabzon University, Kahramanmaraş Sütçü İmam University, Alanya Alaaddin Keykubat University, and Çanakkale Onsekiz Mart University. To recruit students for the module, lecturers from these universities were personally contacted. Information about the learning module was shared, along with the ethical permission document and an invitation letter written for the students. Students who volunteered to participate in the lessons were contacted through email, and information about the learning module was shared.

Data Collection Tools and Process To address the questions regarding the appropriateness and effectiveness of the module's content for the intended participants and the suitability of its tasks and activities, feedback forms were developed (see Appendix 1), and at the end of each session, the participants were provided with these feedback forms, allowing them to rate the activities and content of the learning module on a scale of 1 to 5, with an open-ended feedback section. The first researcher who implemented the module also made observations and took field notes regarding the different aspects of the implementation phase to assess appropriateness and effectiveness of the module's content, materials, tasks, and outcomes.

Findings of the Small Group Implementation In the first synchronous online session, all respondents, except one, rated the activities, course structure, and course content as 4 or 5. Similarly, in the second synchronous online session, all respondents rated the activities, discussions, and content as 4 or 5, except for one participant who rated the content of the module as 3. However, no specific recommendations or criticisms were mentioned in the open-ended feedback. Only one participant gave a response to the open-ended section reporting that the lessons were beneficial for them and helped them broaden their horizon. Overall, the responses gathered from the participants indicated that the module was found satisfactory, yet some revisions needed to be made regarding the content of the module. Based on the feedback from participants and the first researcher's field notes, revisions were made to ensure a more streamlined process and less complex activity cycles. These revisions included:
- the reordering of topics to emphasize diversity and CME

- the consolidation of tasks on a single platform (Pear Deck and Padlet),
- the addition of visual representations to the PowerPoint presentations,
- the provision of enhanced guidance for tasks and lesson planning in the second in-class session.

The revised content structure of the learning module is presented in Table 2 and Figure 4.

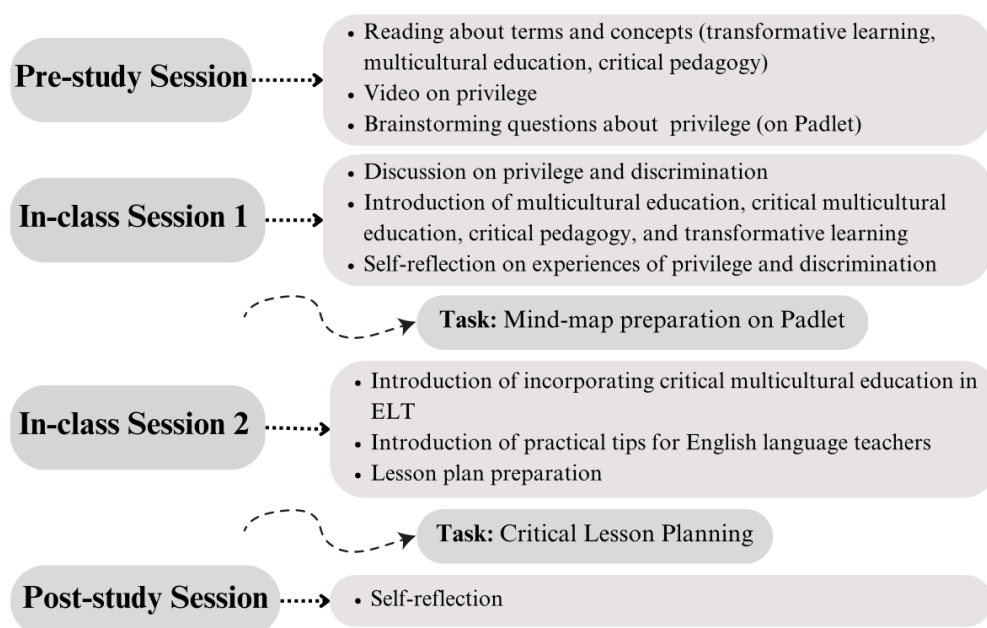
Table 2.
Revised Syllabus of the Module

Date	Topics	Procedure	Tools
Week 1	Pre-Study - Terms & Concepts - Diversity and Personal Biases	Video presentation of terms and concepts One short video on privilege <i>Task 1: Discussion about privilege on Padlet</i>	YouTube Padlet
	In Class -Privilege, discrimination, and diversity - CME and TL	A brief reading about TL, CME, and CC and discussion of these concepts on Padlet Defining diversity In class presentation of the topics on PearDeck <i>Task 2: Mind map preparation on Padlet</i>	Handouts Padlet PearDeck

Table 2. (Continued)
Revised Syllabus of the Module

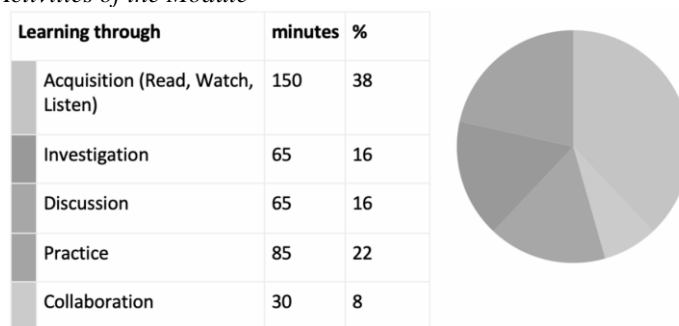
Date	Topics	Procedure	Tools
Week 2	In Class ELT and CME Position of English Practical tips for EL teachers	A brief reading about ELT & CME Discussions about “the other” using Mademoiselle Noir video In class presentation of the topics using PearDeck Discussion about materials Mini lesson procedure preparation <i>Task 3: Critical Lesson Planning</i>	Handouts YouTube PearDeck
	Post-Study Self-reflection	The short movie called ‘The Silent Child’ <i>Task 4: Self-reflection</i>	YouTube Activity Sheet

Figure 4.
The Content of the Learning Module



Besides, according to the learning designer tool that is used, in the final version, the module includes 10 interactive tasks and activities which consist of 8% collaboration, 16% discussion, 16% investigation, 22% practice activities, and the rest of 38% involved acquisition (see Appendix 2 , Appendix 3, and Appendix 4). Figure 5 represents the types of learning activities in the module.

Figure 5.
The Types of Learning Activities of the Module



Stage 4: Implementing the Module with a Larger Group

The fourth stage involved the implementation of the revised and validated version of the learning module with a larger group for another round of validation to gain further insights into its appropriateness, effectiveness, benefits and challenges.

Setting and Participants The module was implemented within the Department of Foreign Language Education English Language Teaching program at Çanakkale Onsekiz Mart University in Türkiye. This well-established program, which has been providing education for English language pre-service teachers since 1993, aims to prepare teachers by enhancing their language skills and equipping them with modern language teaching methods and techniques. Notably, there was no mandatory course explicitly addressing ME or CME within the program at the time of the study, and the inclusion of elective courses on these topics relied on the initiative of individual lecturers. Thus, this study focused on the ELT Department of Çanakkale Onsekiz Mart University while developing a learning module on

CME.

The learning module was evaluated through in-depth interviews conducted with 10 participants after its implementation in the 'Teaching Language Skills' course for a duration of two weeks with 86 participants in the spring term of 2022. The participant selection process aimed to purposely choose participants who were moving closer to graduation, had completed required pedagogical courses, and were beginning to develop their teacher identities (Creswell & Poth, 2016). The participants actively engaged in the classes and tasks assigned throughout the module. Demographic information was not collected during the data collection process, as it was deemed irrelevant to the study.

Data Collection Tools and Process The interview protocol developed using the Interview Protocol Refinement Framework (IPRF) by Castillo-Montoya (2016) was utilized to obtain rich information about the perspectives of the participants about the module. As IPRF includes four phases: (1) aligning interview questions with the research questions; (2) structuring an inquiry-based flow; (3) getting feedback on the interview protocol; and (4) piloting the interview protocol, it is seen as one of the most suitable approaches for refining a semi-structured interview for receiving rich, focused, and meaningful data. Following these four phases, the two researchers developed the interview protocol. To validate it, three experts who are senior faculty members were reached. Being introduced to the aim of the interview protocol, three experts were asked to report feedback on the interview protocol. Based on their written reports, the final form was given to the instrument (see Appendix 5). The interviews were conducted one-on-one via Zoom. The duration of them varied between 30 minutes to 60 minutes.

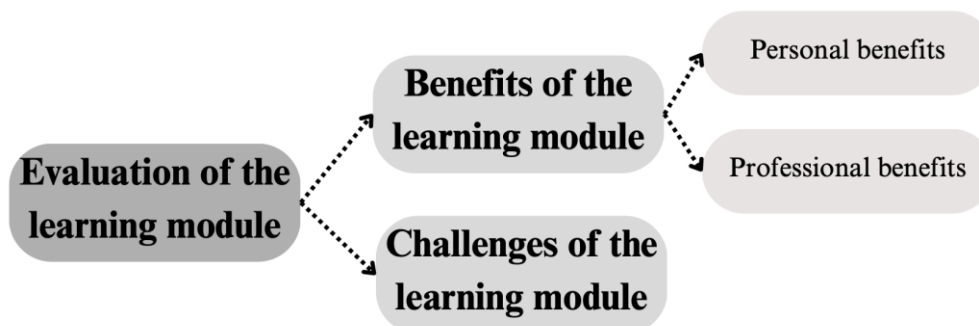
The data from the interviews were analyzed through content analysis following Creswell's (2014) steps of (1) data organization for analysis; (2) reading the data; (3) coding the data; (4) generating codes and themes from the data; (5) interrelating the themes and descriptions; (6) interpreting the meaning of the themes. For the validity and reliability of the data analysis, several strategies, including researcher reflexivity and peer review, were meticulously employed. Finally, to ensure rigor, a third researcher was invited to do the content analysis. To evaluate the consistency between the coders, the Kappa statistic was employed, revealing an inter-coder reliability of (κ) = 1,00, indicating an almost perfect agreement between them (Cohen, 1960).

FINDINGS

The analysis of the data from the interviews revealed two overarching categories: the benefits and challenges of the module, which emerged under the theme of module evaluation. The benefits were further categorized into personal benefits and professional benefits, as illustrated in Figure 6.

Figure 6.

Theme, Hyper-Categories, and Categories Regarding the Evaluation of the Module



The details of the content analysis regarding the perceived benefits and challenges of the module are presented in Table 3.

Table 3.

Evaluation of the Learning Module by Participants

Category	Theme	Codes	Participants
Benefits	Personal	Gaining positive attitudes towards diversity	P7, P3, P10
		Gaining perspective on social issues	P7, P6
		Organized thinking	P1
		Improved knowledge on the concepts	P1
		Encouragement to talk about untalked	P10
		Opportunity to do research	P1
	Professional	Gaining pedagogical insights on CME	P3, P5, P9
		Providing different teaching resources	P2, P4
		Critical awareness on the political position of teaching	P2, P7
		Lesson planning	P7, P3
		Critical awareness on material development	P2, P7
		Familiarity with the concepts	P1, P9
		Guidance on critical decision-making	P1, P7
		Implementation of CME into practice	P6, P9
		Awareness on the need for critical self-improvement	P2
		Awareness on the role of the teacher	P2
		Awareness on the ideologies behind education	P2
		Awareness on the education goals	P7
		Beneficial feedback on tasks	P3
		Insights into the academic research on Critical ELT	P1
		Creating a critical discussion environment in classroom	P4
		Insights on Critical ELT	P5
		Challenges	Limited time
Dense content	P1, P2		
Teacher-centered	P1		
Individual learning	P1		
More information about critical action	P9		

The participants expressed various benefits they gained from the module. Among personal benefits, the most prominent ones were gaining positive attitudes towards diversity and gaining perspective on social issues, respectively. For instance, one of the participants mentioned feeling more confident in discussing societal matters after completing the module, while another participant highlighted how the module helped them organize their opinions, expand their knowledge, and conduct further research on these topics. The following excerpts provide examples of the participants' comments:

P5: *“For example, I used to have strong opinions about education in the mother tongue for ethnically diverse people, I used to avoid these topics. Now I tend to be more supportive of it. I realized this change in myself after the courses.”*

P6: *“Courses helped expand my knowledge. I also had some prejudices against multicultural education. My prejudices started to break.”*

P10: *“Courses helped me a lot. For example, I had some feelings that I shouldn't have about refugees, which is a hot topic for our country. I knew that I shouldn't feel this way but I couldn't balance myself. But now, after the courses, I believe I will approach this topic more professionally.”*

In addition to personal benefits, the participants also shared numerous professional benefits resulting from the module. These included gaining awareness of the educational goals, the ideologies behind education, the political position of teaching, the need for self-improvement as future teachers, and material development for CME. Participants also reported that the learning module provided different teaching resources, guidance on critical decision-making, knowledge on how to implement CME into practice, new activity types, and introduced them to new pedagogical insights, lesson planning ideas, and how to create a critical discussion environment in the classroom. Some participants specifically mentioned benefiting from feedback on their tasks, gaining familiarity with relevant concepts, and

gaining insights into critical English language teaching and the academic field associated with it.

In line with the feedback gathered from the participants, the researcher who conducted the module also made observations and took field notes during the module which led to some inferences in terms of learner participation, learning materials, and engagement. It is observed that the participants showed hesitation during class discussions which led to a lower learner participation. To solve this issue, more explanatory questions were used and the lecturer intended to create a more welcoming atmosphere during the classes. Also, compared to the previous implementation, it is observed that the change in learning materials in terms of more visuals, videos, interactive materials, led to more engagement.

Overall, the participants reported benefiting from the learning module by developing more positive attitudes towards diversity, expanding their personal knowledge of social issues, gaining awareness of critical approaches to education, and learning new ways to implement CME in their teaching practice. However, they also highlighted that the module's short duration, limited time, and dense content led to a more teacher-centered approach and insufficient information on how to take critical action.

DISCUSSION AND CONCLUSION

As the literature suggests, educational settings are growing diversely and teachers need to be aware of their own knowledge, attitudes, and beliefs towards diversity (Lash, 2021). Thus, teacher education programs seem to be in need of diversity training (Ukpokodu, 2003) and therefore they have been integrating ME in order to address diversity (Lowe, 2007). In this sense, there have been several studies investigating the effects of a ME course within teacher education globally, and they present positive changes in pre-service teachers' perceptions and attitudes towards diversity (eg. Brazill & Ruff, 2022; Eun, 2023; Jun, 2020). Yet, the existing literature on ME and CME is heavily dominated by the research from North America and Western Europe. Educational settings which are from non-Western and non-English-speaking countries such as Türkiye are given little to no attention. Even though there have been few studies exploring ME courses with pre-service teachers (eg. Arsal, 2019; Erbaş, 2019; Kurtuluş & Arsal, 2023), this field of research remains limited. Therefore, considering the importance of ME in teacher education and the limited research within Turkish context, the primary objective of this research was to develop and validate a learning module on CME to broaden the perspectives of future teachers regarding educational inequalities.

The content of the module was drawn from Gorski's (2009) CME approach, which involves considering schools within a broader social framework, recognizing unfair educational systems, and acknowledging similar injustices in society. ME has developed in response to the need for a more inclusive educational framework (Yu, 2022), and based on the methods it uses to promote equal educational opportunities, scholars have categorized ME into distinct approaches (Hummelstedt et al., 2021). The unique aspect of CME is that while other approaches to ME focus on reaching consensus around aspects of diversity such as race, class, and gender, CME takes a different stance; it aims to foster an equal system within a diverse society, emphasizing equity and empowerment (Balcı, 2023). Even though the other approaches to ME also aim to address diversity by understanding, accepting, and appreciating diversity, they tend to support existing power structures among diverse groups (Gorski, 2009). Considering these differences between approaches to ME, CME was seen suitable for the objectives of this learning module. Furthermore, the overall findings show that pre-service teachers had limited understanding of multicultural education in a critical sense and they reported how the module broadened their perspectives regarding CME, critical language teaching, and societal issues, which shows integrating CME is a fitting choice as a way to address ME. In this sense, the objectives of this research, these findings align with Gorski's (2009) CME approach, since the participants experienced a shift towards more positive perspectives on diversity, deepened their comprehension of social issues, gained awareness of critical educational approaches, and obtained new techniques for integrating CME into their teaching practices.

This study conducted two validation phases to validate the learning module. In order to reach the desired outcomes using a learning program, validating the program; determining if the learning experience is satisfactory is a crucial step (Liu et al., 2023). To achieve this, learner feedback is usually used as a method of validation (Eom et al., 2006). Since student feedback is a way to determine how the learning process develops and the effectiveness of teaching strategies (de Kleijn, 2023), to assess the appropriateness and effectiveness of the module's content, tasks, and materials, feedback from the participants was obtained. Besides, the researcher who implemented the module also made observations and took field notes to assess the appropriateness and effectiveness of the module's content, materials, tasks, and outcomes.

The first validation phase involved an implementation of the module with a small group of participants and obtaining feedback through feedback forms. Based on the feedback gathered from the participants, it was seen that the module was successful in terms of informing learners and broadening their horizon about the issues such as diversity, equality, and critical pedagogy. However, while the responses gathered from the participants indicated that the module was found satisfactory, yet some revisions needed to be made regarding the content of the module, which was declared to be dense. Therefore, it was decided to lessen the cognitive load of the learning module. To achieve it, the prior knowledge of the participants was prioritized so that they could have a better chance of acquiring novel information as suggested within different studies in the literature (eg. Chinofunga, et al., 2023). Therefore, content sequencing was revised to emphasize diversity and how it relates to CME. Besides content sequencing for a better learning process, teaching materials were also reconsidered as they have important functions such as raising attention and increasing awareness (Demirel et al., 2005). Since using visuals is considered to be a good way to enhance learning, make it easy and convenient, and increase student participation (Wright, 2005), the visual presentation of the content was emphasized. The second validation phase involved an implementation of the module with a larger group and obtaining feedback through interviews.

According to the findings, it is seen that the participants began to adopt more favorable attitudes towards diversity, enhanced their understanding of societal issues, became aware of critical educational approaches, and acquired fresh strategies for incorporating CME into their teaching methods. It can be seen in the literature that, when they aim to integrate multiculturalism into their classrooms, teachers use different methods to ME which are more in line with conservative or liberal ME consisting solely of introducing some aspects of diversity and appreciating them (Mansikka & Holm, 2011; Tabatadze, 2015). However, when introduced to CME, it is seen that teachers and pre-service teachers tend to become more critically aware of their own stance as teachers within diverse educational settings (e.g., Jun, 2020; Turhan & Kirkgoz, 2018; Whiting & Cutri, 2015). In line with the literature, besides adopting more favorable attitudes towards diversity, the findings also indicate gaining awareness of education goals, understanding the ideologies behind education, recognizing the political position of teaching, acknowledging the need for self-improvement as future teachers, and exploring various options for material development in CME.

These findings align with previous studies in the literature, which have shown that pre-service teachers who receive courses centered around ME, CME, or critical pedagogy experience changes in their personal and professional beliefs, understanding of social justice issues, social awareness, empathy levels, and professional decision-making. For instance, similar to the present study, it is seen that pre-service teachers who receive a course centering around CME are capable of forming a critical teacher identity and reflect on their privileges and disprivileges (Jun, 2020; Khan, 2020; Rudge, 2015; Whiting & Cutri, 2015). Even when pre-service teachers initially show unwillingness to challenge the existing power structures as future teachers similar to the present study, it is seen that they begin to show increased interest towards implementing critical multiculturalism into their teaching practice (Liggett, 2011) just as the present study. In addition, the literature presents that pre-service teachers start to gain consciousness in terms of the power dynamics of teaching English as an international language (Shin, 2004) and attain more of a humanistic teaching perspective reflecting on the societal issues critically rather than maintaining a narrow teaching perspective (Sardabi, et al., 2018) after receiving a CME

course, which are in line with the findings of the present study.

Apart from the studies conducted globally, when we consider the present study in the Turkish context, it can be seen that it fulfills a significant spot in Turkish literature, since research centering around ME, especially CME, is deficient. As a country that houses people from many different cultures (Ministry of Interior, 2020) and various different identities (Dolu, 2020), Türkiye has a growing diverse population, which results in diverse educational settings. Consequently, K12 education programs have been revised to integrate values such as human rights and gender equality, and critical thinking skills (Ministry of National Education, 2019) Yet, besides lacking research, teacher education programs in Türkiye use standardized compulsory courses (Yükseköğretim Kurulu [YÖK], 2018) excluding ME, leaving this training to lecturers' initiative. Moreover, the existing research within Turkish teacher education heavily focuses on ME, rather than CME. The limited research study that offers a university level course to pre-service teachers utilize conservative and liberal approaches to ME (e.g. Arsal, 2019; Erbaş, 2019) focusing on the introduction, acceptance, and appreciation of diversity instead of the critical approach. Therefore, it can be concluded that the present study contributes to Turkish literature in a way that it offers a different learning module on CME, which is also validated by the pre-service teachers.

On the other hand, regarding the challenges of the module, the participants identified limited time and dense content as the most significant constraints, which were closely related to each other. Since accelerated content may lead to a decrease in understanding the content in advanced studies (National Research Council [NRC], 2002), despite the researchers' efforts to simplify it as much as possible, the short two-week timeframe of the module made it challenging for the participants to engage with the dense content. This finding is in line with similar studies which tackle too much content to cover in too little time, showing cognitive overload among participants (eg. Graham, et al., 2004). Besides, these challenges raised by the participants are also consistent with the literature on incorporating CME into teacher education. For example, implementing CME in teacher education presents its own set of challenges and limitations. Even the traditional semester or trimester format, which typically spans 8-14 weeks, is considered insufficient for achieving the desired outcomes outlined in the CME literature (Bybee et al., 2021). Therefore, an education course with a longer time frame and more opportunities for pre-service teachers to engage in content and reflection would be more effective in promoting their cognitive, affective, and behavioral engagement with CME issues, as well as facilitating self-reflection on their own biases and social positions. Yet, the current study managed to reach positive outcomes within a two-week time frame, contrary to previous studies in which a semester-length course about multiculturalism is implemented.

Even though a two-week time frame is inadequate for behavioral change in terms of taking critical action towards education (Freire, 1970), gaining a deeper insight on issues such as diversity, critical approaches to education, and critical multicultural education is a crucial step for integrating CME into English language classrooms. This way, educators have the ability to establish a setting that values and honors diverse perspectives and experiences, and promote critical reflection and inquiry into issues of social justice and equity (Guilherme, 2007; Reagan & Osborn, 2001). Despite being an introductory module lasting only two weeks, the findings indicate that the module helped pre-service teachers develop a deeper understanding of societal inequalities, social issues, diversity, and critical teaching practices. Since the module is constructed with the goal of raising awareness, increasing curiosity and initiating an attitude and emotion change towards critical multicultural education, rather than a behavioral change, it can be seen from the overall findings that it has reached its goal. Hence, it can be stated that the aims set for the learning module were attained.

Overall, this study demonstrates that the module provided personal benefits by fostering positive attitudes towards diversity and developing a perspective on social issues, as well as professional benefits by raising awareness of education goals, the ideologies behind education, the political position of teaching, the need for self-improvement as future teachers, and various options for material development in CME. Additionally, participants reported benefiting from accessing different resources, engaging in lesson planning, receiving guidance, encountering new activity types, gaining pedagogical insights, and

acquiring knowledge on implementing CME into practice. The identified restrictions of the module, as revealed by the overall results, included the limited time-frame, dense content structure, teacher-centeredness, and inadequate information on taking critical action as teachers. Nonetheless, the module proved effective in enhancing pre-service teachers' understanding of ME, CME, inequalities in society, social issues, and diversity. The study's results align with existing literature, indicating that courses developed within the framework of CME positively influence pre-service teachers' knowledge, understanding of diversity, social justice issues in education, and teaching practices intended to empower learners. Based on the findings of the study, it is seen that the learning module was successful in terms of helping pre-service teachers obtain positive perspectives on diversity, gain a deeper understanding of social issues, and raise their awareness of critical educational approaches. Therefore we can say that the module is beneficial to use within the contexts where the pre-service teachers are unfamiliar with the concepts like critical multicultural education and critical pedagogy, and when the time-frame is somewhat limited.

Implications and Limitations

Throughout the study, the participants emphasized that they had not received a faculty course dedicated to CME. They also found the content of their previous courses inadequate and lacking criticality. The findings from this study, along with those from other studies in the literature, highlight the significant impact of CME courses and those structured within a critical pedagogy framework on the development of critical reflection and/or critical action among pre-service teachers. Based on the participants' suggestions, CME can be implemented in teacher education through compulsory or elective courses, integration into existing course contents and into practicum experiences. Teacher educators need to acquire the necessary knowledge and skills to incorporate CME into their teaching and be proactive in terms of critical language teaching and critical teacher education. Likewise, pre-service teachers and teachers should be encouraged to be autonomous, seek self-improvement, and demonstrate proactivity.

In addition to teacher education programs, this study also suggests improvements for the module based on the participants' feedback. The major restriction mentioned by the participants was the limited time frame and dense content structure of the module. Therefore, the module's duration should be extended, and the content should be distributed over this longer time frame. Offering more interactivity and research opportunities for pre-service teachers, as well as emphasizing ways to increase critical action for language teachers, would be beneficial. Each teacher educator can adapt and modify the module to suit their unique educational needs and interests.

Lastly, within the context of English language teacher education in Türkiye, further research is needed on how to enhance criticality in education for teacher educators, in-service teachers, and pre-service teachers. Since critical education is context-sensitive, more qualitative and quantitative research should be conducted with these stakeholders in different contexts. Besides, as diverse backgrounds of teachers and pre-service teachers have influence on their teacher identity and how they approach ME, future research needs to include and consider variables such as age, gender, sexual orientation, race, and class.

The current study was carried out with a small number of English language pre-service teachers. Consequently, the study refrained from making broad generalizations while presenting and deliberating on the findings, given that variations could emerge based on diverse circumstances and different contexts. Besides, as this study essentially followed a qualitative approach, to offer a more comprehensive perspective on participants' responses and experiences, quantitative data can be integrated alongside qualitative data for further research. Lastly, the short study period was a substantial obstacle in evaluating the module's efficacy. For further research, undertaking longitudinal studies will provide a more thorough understanding of the module's effects on students' learning gains.

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APPENDICES

Appendix 1: Stage 3 Student Feedback Forms

<p>How did you find Padlet activities in the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>How did you find the questions asked in the sessions? *</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>
<p>How did you find Pear Deck activities in the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>How did you find the interaction in the sessions? *</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>
<p>How did you find the questions asked in the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>How did you find the explanations of the topic in the sessions? *</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>
<p>How did you find the interaction in the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>How did you find the content of the sessions? *</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>
<p>How did you find the explanations of the topic in the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>How did you find the materials used in the sessions? *</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>
<p>How did you find the content of the session?</p> <p>1 2 3 4 5</p> <p>Very Unsatisfied <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Satisfied</p>	<p>Is there anything you'd like to add to the sessions or remove from the sessions? *</p> <p>Long answer text</p> <p>.....</p>
<p>Anything you'd like to add (Any suggestions or any further explanations)</p>	<p>Anything you'd like to add. (Any suggestions or any further explanations) *</p> <p>Long answer text</p>

Appendix 2: Sample Teaching-Learning Activities of The Learning Module (From The Pre-Study and First in-Class Sessions)

WEEK 1: Basic Terms and Concepts (Pre-Study)

Welcome to Week 1 (Pre-Study): Basic Terms and Concepts.

With this session, you will gain brief information about transformative learning, critical pedagogy, critical consciousness, multicultural education and critical multicultural education. This brief introduction will help us investigate these concepts with more detail later on.

<i>Read</i>	<i>5 minutes</i>	<i>Individual</i>	<i>Tutor is not available</i>	<i>Online</i>
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Visit the following document file named “CMECM 1: Terms and Concepts” and read the handout.

<i>Watch</i>	<i>10 minutes</i>	<i>Individual</i>	<i>Tutor is not available</i>	<i>Online</i>
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You will watch a short video about privilege. Before watching it, think about these questions:

- "Do you consider yourself as privileged? Why or why not?"
- “What are the things you inherently have that you benefit from it, purposefully or not? (for example, one may benefit from being male in order to travel freely)”
- "What personal biases come to your mind considering these diverse groups? (for example, one may personally think that LGBTQ individuals shouldn't be open about themselves)"

Then visit the video link to watch a short video called “What Is Privilege?”.

After watching the video, visit the padlet wall below and answer these three questions about privilege.

Linked resources

 [What Is Privilege?](#)

 [Padlet Link](#)

WEEK 1: Transformative Learning, Critical Consciousness and Critical Multicultural Education (In-Class)

In this session in online class, you will gain information about transformative learning, critical pedagogy, critical consciousness and different approaches to multicultural education along with critical multicultural education.

<i>Read</i>	<i>10 minutes</i>	<i>Individual</i>	<i>Tutor is not available</i>	<i>Online</i>
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Before in-class session, read the document called “CMECM 2: On Transformative Learning, Critical Consciousness and Critical Multicultural Education”, or you can watch the video named “CMECM 2: On Transformative Learning, Critical Consciousness and Critical Multicultural Education”.

After reading and/or watching them, visit the Microsoft Forms link below to answer some questions.

Linked resources

 [Microsoft Forms](#)

1st Session:

<i>Practice</i>	<i>10 minutes</i>	<i>Individual</i>	<i>Tutor is available</i>	<i>Online</i>
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In this session, first you will visit the padlet wall link below. There is a short story / condition about a student who has low attendance rates and has parents that never come to school meetings.

You will read it, then answer the related questions by using the “+” plus buttons under the questions, individually.

Linked resources

 [Padlet Link](#)

<i>Discuss</i>	<i>20 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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After you answer the questions individually, you will discuss the students’ condition and the steps you may want to take considering the video you watched before class.

<i>Discuss</i>	<i>15 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will discuss the question of "Does each individual have equal opportunities in life? Regardless of their backgrounds?" considering privilege and its examples.

<i>Practice</i>	<i>10 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
-----------------	-------------------	--------------------	---------------------------	---------------

Tutor will define privilege and discrimination.

You give some examples regarding privilege, and you will discuss why we need to address privilege and discrimination.

<i>Investigate</i>	<i>10 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will pick one definition of diversity that you find most suitable among four definitions.

Tutor will define the concept of diversity.

2nd Session:

You will follow the second session using Pear Deck.

<i>Discuss</i>	<i>5 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will discuss what does it mean “multiculturality”.

<i>Listen</i>	<i>20 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will listen to the tutor’s presentation on Multicultural Education.

- Traditional view on Multicultural Education
- The place of ME in our education programs
- Examples of ME in our coursebooks
- Is it enough or not?

<i>Discuss</i>	<i>5 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will discuss what does it mean “critical”. What do we refer to by saying critical multicultural education?

<i>Listen</i>	<i>25 minutes</i>	<i>Whole Class</i>	<i>Tutor is available</i>	<i>Online</i>
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You will listen to the tutor’s presentation on Critical Multicultural Education.

- Definition of CME, what does it include or not?
- The root of CME, Critical Pedagogy
- Mainstream pedagogy vs. Critical Pedagogy
- Examples of CME
- Why are we integrating criticality in our teaching?

<i>Practice</i>	<i>25 minutes</i>	<i>Individual</i>	<i>Tutor is not available</i>	<i>Online</i>
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Padlet Task: Mind map preparation

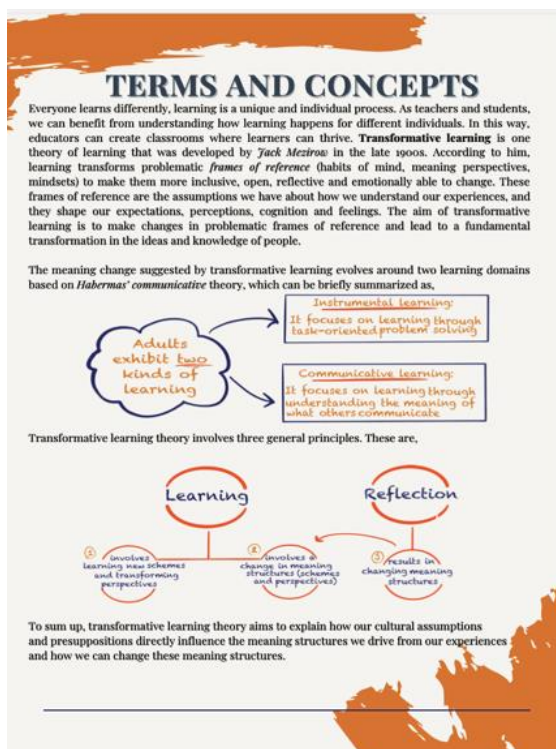
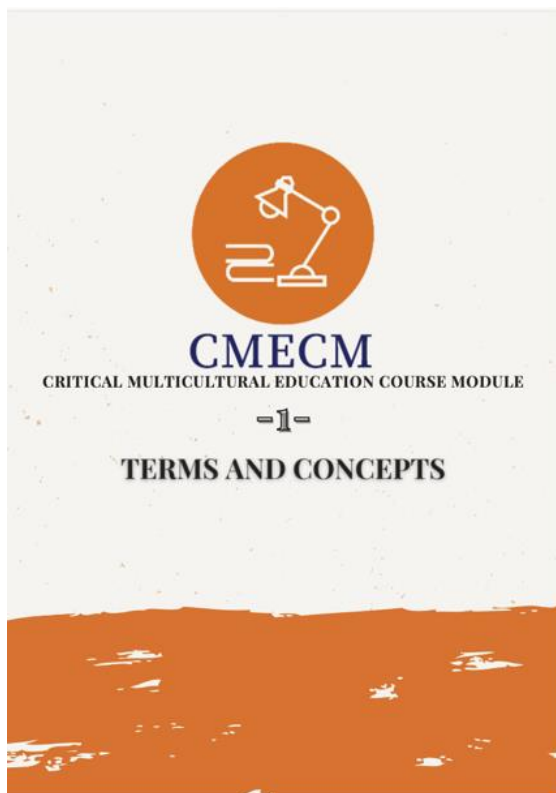
After the session, visit padlet.com and create a wall.

Give the padlet a title and write its description.

Prepare a mind map on transformative learning, critical multicultural education and critical pedagogy. Your mind map should include brief definitions, aims, similarities and differences of each topic.

Share the link via module site.

Appendix 3: Some Sample of The Materials of The Module



Appendix 4: Some Sample of The Tasks of The Module

Dila Bozkurt + 58 • 3mo

About Privilege

Answer the questions considering your experiences and the video you have watched previously.

- 1. Do you consider yourself as privileged? Why or why not?**

I would definitely see myself as privileged. Throughout my years in formal education I never had to work a day. And all my education based ideas and even my change in university major (From Turkish Literature to ELT) was well-received by my family. Even though I don't take these for granted, by the definition these have always been my privileges in society.

7mo

I do consider myself as privileged because I live in my community without the fear of judgement considering my religion, ethnicity, socioeconomic state, health, family etc. However, there are points where I feel less privileged as a woman. For example, the fear of sexual assault, travelling at night, choosing between economic independence and motherhood etc.

6mo
- 2. What are the things you inherently have that you benefit from it, purposefully or not? (for example one may benefit from being male in order to travel freely)**

The city I live in can be considered as a privilege. Living in a city like Izmir/Istanbul can shape the thoughts people have towards you. Another thing, my father is retired and I benefit from it in my education and healthcare.

6mo

I can access medicine and health care for free since I am covered by the pension fund till I am 25. Education is provided by the government for twelve years.

6mo

I have not been discriminated against because of my appearance. I was able to access the things
- 3. What are the personal biases that comes to your mind considering diverse groups? (for example one may personally think that LGBTQ individuals shouldn't be open about themselves)**

Uneducated people mostly think that LGBTQ people are perverts or Russian girls are only after money. Some people hold the idea that if you are an atheist, you are more tempt to commit suicide or hurt people (absolutely there isn't any concrete reason for that)

6mo

Anonymous 6mo

People can form prejudice based on the characteristics of the colour they

Dila Bozkurt + 44 • 6mo

CMECM

After reading the short condition given below, answer the questions according to your thoughts. And react at least 2 c

You are an English teacher at a secondary school in Turkey. Towards the middle of the term, you realize that one of your students is not attending your classes. Possibly due to their absence from classes, your student is getting poor exam scores. You also realize that you have never seen your student's parents at school meetings and never had the chance to meet them.

- 1. What would be the first step you take for the condition of your student?**

Anonymous 6mo

I would try to talk to my student and learn about what is going on. It may help me understand his situation and may give me a chance to help him/her.

Rate 0

Add comment

Anonymous 6mo

I would try to reach out to my student by using their telephone number or e-mail, If I cannot reach to the student I would let the school administration about the situation.
- 2. What would you think about this student and their parents regarding their personalities and conditions they are in?**

(1) Rate 0

Add comment

Anonymous 6mo

I think the parents do not give enough attention to their child so that the children starts behaving same

Rate 0

Add comment

Anonymous 6mo

I'd think they are too busy or poor to take care or trace their children and her schooling

Appendix 5: The Interview Protocol

A. Arka plan Soruları

Yakınlık kurma

Öğretme motivasyonu

İngilizce Öğretmenliği programını isteyerek mi seçtiniz? Öğretmen olmak istemenizdeki motivasyonunuz neydi? Öğretmen olmak hayaliniz miydi?

Programa ilk girdiğinizde öğretmen eğitimin nasıl olmasını bekliyordunuz?

Öğretmen adayı olarak benlik imajı

Kendinizi eleştirel bilinci yüksek bir öğretmen adayı olarak görüyor musunuz?

B. Geçiş Soruları

1. Sizce eğitimin genel ana amacı nedir?
2. İngilizce derslerinin genel ana amacı nedir?
 - Bunların dışında başka amaçları da var mıdır?
3. ‘Çeşitlilik / Farklılık (Diversity)’ size ne ifade etmektedir? Sizce bu kavram neleri içerir?
 - Çeşitliliğin / farklılığın olduğu ortamlarda (diverse contexts) öğretim yapmak hakkında bilgili misiniz?
 - Çeşitliliğin / farklılığın olduğu ortamlarda (diverse settings) nasıl öğretim yapılacağıyla ilgili dersler aldınız mı?

C. Anahtar Sorular

I. Eleştirel Çokkültürlü Eğitim Öğrenme Modülü

1. Dersler başlamadan önce modülden beklentileriniz nelerdi?
2. Modül beklentilerinizi karşıladı mı?
3. Evet ise, ne yönde karşıladı? Hayır ise sizce neden başarısız oldu?
4. Modül boyunca ne alanlarda kendinizi geliştirdiniz?
5. Konuştuğumuz konseptleri (eleştirel eğitim, eleştirel çokkültürlü eğitim, dönüştürücü öğrenme gibi) ileride öğretiminize entegre etmeyi; bu gibi konseptlerden yararlanmayı düşünüyor musunuz?
6. Modülün eksik bulduğunuz yanları var mıydı? Evet ise, nelerdi?

D. Kapanış Soruları

1. Eleştirel çokkültürlü eğitim, dönüştürücü öğrenme ya da ders modülü hakkında eklemek istediğiniz değinme şansı bulamadığımız bir şey var mı?

TÜRKÇE GENİŞLETİLMİŞ ÖZET

Dünya genelinde sınıfların giderek kültür ve dil bakımından çeşitlenmesi, birçok öğretmen eğitimi programının çokkültürlü eğitim (ÇE) yaklaşımını benimsemesine neden olmuştur. ÇE, ırkları, cinsiyetleri, etnik kökenleri veya sosyal sınıfları ne olursa olsun, her öğrencinin akademik ve sosyal ihtiyaçlarını karşılamayı amaçlayan bir yaklaşımdır. Ancak, zaman içinde, çokkültürlü eğitim farklı eğitimciler tarafından farklı yorumlanmış ve bu da çokkültürlü eğitim içinde farklı bakış açılarının oluşmasına sebebiyet vermiştir. Bu yaklaşımlar arasında eleştirel çokkültürlü eğitim (EÇE) toplumu, ırk, cinsiyet ve sınıf gibi farklılıkların eşit koşullarda var olabildiği alanlara dönüştürmeyi hedeflemiştir. Buradan temelle bu yaklaşım güç dengesizliklerini ele almayı ve arkaplanları ne olursa olsun tüm öğrencilerin başarılı olabileceği fırsatlar yaratmayı amaçlamıştır. Bu sebeple eğitim sisteminin eleştirel bir analizini yapabilecek, kapsayıcı ve adil sınıflar oluşturabilecek öğretmenler yetiştirmek için EÇE'nin öğretmen eğitimine dahil edilmesi oldukça önemli görülmüştür. Ancak, alanyazında EÇE'nin İngilizce öğretmenliği programlarına entegrasyonu ve öğretmen adaylarının tutumları ve mesleki uygulamaları üzerindeki etkisi konusunda bir eksiklik bulunmaktadır. EÇE'nin öğretmenlerin ve öğrencilerin toplumsal çeşitliliğe yönelik tutumlarının, inançlarının ve davranışlarının üzerindeki etkilerini inceleyen bir dizi çalışma bulunsa da bu çalışmalar genellikle Kuzey Amerika ve Batı Avrupa'da yoğunlaşmaktadır ve Batı dünyası dışındaki ülkelerin deneyimlerini yansıtan çalışmalar oldukça sınırlıdır. Türkiye bağlamında bazı çalışmalar, ÇE derslerinin öğretmen adaylarının tutumları üzerindeki etkisini araştırmış olsa da, öğretmen adaylarının eleştirel farkındalıklarını artırma potansiyelini araştırmak için daha fazla çalışmaya ihtiyaç vardır. Alanyazındaki bu eksiklik önemlidir zira EÇE'nin İngilizce öğretmenliğine nasıl etkili bir şekilde dahil edilebileceğine dair anlayış sınırlıdır.

Bu eksikliği bir başlangıç noktası olarak alarak çalışmamızın amacı İngilizce öğretmen adaylarına bu yaklaşımı ve uygulamalarını tanıtmak olmuştur. Bu amaçla, çalışmada Gorski'nin (2009) açıkladığı eleştirel çokkültürlü eğitim yaklaşımına dayanarak bir öğrenme modülü geliştirilmiştir. Modül, dört aşamalı titiz bir süreci takip ederek geliştirilmiş ve iki haftalık, altı saatlik bir program olarak planlanmıştır. İçeriği, dönüştürücü öğrenme, EÇE, eleştirel farkındalık ve bunların eğitim ve dil eğitimi bağlamında entegrasyonunu kapsamaktadır.

İlk aşamada araştırmacılar tarafından tekrar tekrar yapılan beyin fırtınaları sonucunda modülün amaçları, hedefleri, genel içeriği, materyalleri ve dahil edilecek görevleri oluşturulmuştur. İki haftalık zaman çerçevesi de göz önünde bulundurularak, modül, dersin başlamasından bir hafta önce yapılacak asenkron ön çalışma oturumunu; öğretmenle iki yüz yüze senkron ders oturumunu ve derslerin sona ermesinden bir hafta sonra yapılacak asenkron son çalışma oturumunu içerecek şekilde tasarlandı. Ön çalışma oturumu, öğretmen adaylarının tanışmasını ve çeşitlilik, ayrıcalık ve eşitsizlikler gibi temel kavramlarla aşina olmalarını sağlamayı amaçlamıştır. İlk yüz yüze ders oturumu EÇE'yi tanıtmaya adanmışken, ikinci yüz yüze ders oturumu eleştirel dil eğitimine odaklanmıştır. Son çalışma oturumuyse öğretmen adaylarını ders boyunca ele alınan konular üzerine yansıtıcı düşünmeye ve daha fazla araştırma yapmaya teşvik etmek üzere tasarlanmıştır.

İkinci aşamada ise, modülün genel yapısının, içeriğin, materyallerin ve görevlerin hedef kitle için uygunluğunu değerlendirmek için kendisi de İngilizce öğretmenliği mezunu üçüncü bir uzmana başvurulup, sözlü ve yazılı raporlarla geri bildirim alındı. Bu görüş toplama süreci öğrenme modülünün nihai müfredatının geliştirilmesiyle tamamlandı. Bunu takiben üçüncü aşamada modülün ön geçerlilik çalışmasının gerçekleştirilmesi için modül farklı üniversitelerde İngilizce öğretmenliği programlarında eğitim alan 15 öğretmen adayının katılımıyla COVID önlemleri nedeniyle Zoom ve Pear Deck uygulamaları üzerinden çevrimiçi olarak gerçekleştirildi. Modülün içeriğinin hedef katılımcılar için uygunluğu ve etkinliğini değerlendirmek için hem katılımcılardan geri bildirim formlarıyla dönüt alındı hem de modülü uygulayan araştırmacı uygulama aşamasının farklı yönleri hakkında gözlemler yaptı ve alan notları aldı. Genel olarak katılımcılardan toplanan yanıtlar, modülün tatmin edici bulunduğunu ancak modülün içeriği ile ilgili bazı revizyonların yapılması gerektiğini gösterdi. Bunlara dayanarak, çeşitlilik ve EÇE'ye vurgu yapmak üzere konuların yeniden düzenlenmesi, verilen görevlerin tek bir

platformda birleştirilmesi, sunulara görsel temsillerin eklenmesi ve ders planlamasına yönelik daha fazla rehberlik sağlanması gibi revizyonlar yapıldı.

Ön geçerlilik çalışmasının ardından dördüncü aşamada modülün revize edilmiş halinin daha geniş bir grupta geçerlilik çalışması yapılmıştır. Bu aşamada modül 86 katılımcı ile iki hafta boyunca yüz yüze uygulandıktan sonra on katılımcı ile gerçekleştirilen derinlemesine görüşmeler yoluyla değerlendirildi. Görüşmeler, Zoom aracılığıyla bire bir yapıldı ve 30 ila 60 dakika arası sürdü. Görüşmelerden elde edilen veriler, Creswell'in (2014) içerik analizi adımlarını takip ederek analiz edildi ve sonuçlara göre iki ana kategori belirlendi: modülün faydaları ve sınırlılıkları. Faydalarsa, kişisel faydalar ve mesleki faydalar olmak üzere iki alt kategoriye ayrıldı. Kişisel faydalar arasında öne çıkanlar çeşitlilik konusunda olumlu tutumlar kazanma ve sosyal konulara ilişkin bakış açısı kazanma olurken mesleki faydalar arasında eğitim hedefleri ve ideolojileri, öğretmenliğin siyasi boyutları, öğretmenlerin profesyonel gelişim ihtiyacı ve EÇE için materyal geliştirme hakkında bilgi sahibi olma vurgulandı. Diğer yandan modülün sınırlılıkları arasında modülün kısa süresi, yoğun içeriği ve daha öğretmen odaklı bir yaklaşıma sahip olması yer aldı. Çalışmanın sonucuna göre öğrenme modülü iki haftalık sınırlı zaman çizelgesine rağmen, çeşitlilik, eğitimde eleştirel yaklaşımlar ve eleştirel çok kültürlü eğitim gibi konularda öğretmen adaylarına daha derin bir anlayış kazandırmak için belirlenen hedeflerini gerçekleştirmiştir.