

**Internationalism, Migration and Education:
Development of a Pluralistic Disposition in
Multilingual and Multicultural Contact Zones –
Northern Cyprus**

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ABSTRACT

Northern Cyprus has always witnessed an influx of refugees and migrants as a contact zone with a conflictual context (Tüm & Kunt, 2016; 2021) and become a destination country for many international students for the last two decades. In the age of an unprecedented diversity and accentuated internationalist theories worldwide, pluralistic pedagogies embellished with nationally monoglossic discourses have become iconized pressing trends in education precipitating a dichotomous doom-loop vis-à-vis multifaceted parameters of learning environments. Linking critical race theory with internationalism, document analysis, semi-structured interviews, field notes, observations, and informal chats were deployed for an elaborated scrutiny of students' perspectives through a normative- humanistic lens.

The results signified that in conflictual contexts, policy-making may surpass basic humanistic norms such as equity and social justice where parental involvement, sustainable integration, discursive ideological orientations, coproduction among stakeholders, Western-propelled content revision, preparatory language courses, and teacher education predominantly reconceptualize indispensable aspects of curricula. Based on this part, the second part of the study aimed at empirically developing and validating a critical instrument to measure foreign language teachers' (FLTs) awareness on the inclusion of multilingual learners for an integrated language policy in a unique context with omnifarious entanglements. Interiorising the critical viewpoint of the 21st century, items capturing the concept of critical multilingual language awareness (CMLA) were generated through a postmodernist and normative-humanistic lens based on neoliberalism, internationalism, and pluralism.

The 48-item 5-point Likert scale was tested by 254 FLTs and Exploratory Factor Analysis suggested a final 28-item multidimensional scale composed of six factors. The Cronbach's alpha internal consistency coefficient for the scale was determined as 0.811. Thus, the scale is potentially useful for assessing pre-service and in-service teachers' level of CMLA ameliorating the literature on know-how of teacher education. The findings are especially conspicuous for social partners, policy-makers, and educators.

Keywords: Multiculturalism, Multilingualism, Northern Cyprus, Critical Multilingual Language Awareness (CMLA), Integrated Language Policy

ÖZ

Kuzey Kıbrıs bir çatışma ve temas bölgesi olarak her zaman mülteci ve göçmen akınlarına tanıklık etmiş ve son iki yüzyıldır birçok uluslar arası öğrencinin varış noktası haline gelmiştir. Örneğine rastlanmamış bir çeşitliliğin ve dünya çapında vurgulanan uluslararasıcı kuramların çağında, ulusal çapta tekdilli söylemlere bezenmiş çoğulcu pedagojiler, eğitimde ikonlaşmış baskıcı eğilimler haline gelmiş, öğrenme ortamlarının çok yönlü değişkenleri karşısında ikili bir kısır döngüye zemin hazırlamıştır. Eleştirel ırk kuramını uluslararasıcılık ile ilişkilendirerek, öğrencilerin bakış açılarının düzgüsel insancıl bir pencereden detaylı olarak incelenebilmesi için doküman analizi, yarı yapılandırılmış mülakatlar, alan notları, gözlemler ve gayri resmi sohbet tarzı görüşmelerden faydalanılmıştır.

Sonuçlar, çatışma bölgeleri bağlamında, siyasetin eşitlik ve sosyal adalet gibi temel insancıl düzgülerin ötesine geçebileceğini ve ebeveyn katılımı, sürdürülebilir bütünleşme, tutarsız ideolojik yönelimler, paydaşlar arası ortakyapım, Batı merkezli içerik düzenlenmesi, hazırlayıcı dil kursları ve öğretmen eğitiminin müfredatın vazgeçilmez yönlerini ağırlıklı olarak yeniden kavramlaştırdığına işaret etmiştir. Bu kısımdan yola çıkarak, çalışmanın ikinci kısmında, çeşitli engellere sahip özgün bir bağlamda, yabancı dil öğretmenlerinin tümleşik bir dil politikası için çokdilli öğrencilerin eğitime katılımı üzerine farkındalık düzeyini ölçecek eleştirel bir aracın deneysel olarak geliştirilmesi ve geçerliliğinin doğrulanması amaçlanmaktadır. 21. Yüzyılın eleştirel bakış açısını içselleştirerek, eleştirel çokdilli dil farkındalığı kavramını temsil eden maddeler yeni özgürlükçülük, uluslararasıcılık ve çoğulculuk temeline dayandırılarak post-modernist ve düzgüsel-insancıl bir mercekten bakılarak oluşturulmuştur. 48 maddeden oluşan 5’li Likert tipi ölçek 254 yabancı dil öğretmeni

tarafından test edilmiştir ve nihai açımlayıcı faktör analizi 28 madde ve 6 faktörden oluşan çok yönlü bir ölçek ortaya koymuştur. Ölçeğin Cronbach's Alpha iç tutarlılık katsayısı 0.811 olarak ölçülmüştür. Bu sebeple ölçek, hizmet öncesi ve hizmet içi öğretmenlerin eleştirel çok dilli dil farkındalık düzeyini değerlendirmek ve öğretmen eğitimindeki bilgi birikiminin alanyazını iyileştirmek adına kullanışlı olma potansiyeline sahiptir. Bulgular sosyal ortaklar, siyasete yön verenler ve eğitimciler için özellikle dikkat çekicidir.

Anahtar kelimeler: Çokkültürlülük, Çokdillilik, Kuzey Kıbrıs, Eleştirel Çokdilli Dil Farkındalığı, Tümleşik Dil Politikası.

DEDICATION

To my son

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LIST OF ABBREVIATIONS

CMLA	Critical Multilingual Language Awareness
FLL	Foreign Language Learning
FLT	Foreign Language Teaching
FLTs	Foreign Language Teachers
MALL	Mobile Phone Assisted Language Learning
MLA	Multilingual Language Awareness
MRS	Migrant and Refugee Students
NC	Northern Cyprus
TCMLAS	Teachers' Critical Multilingual Language Awareness Scale
SPALL	Smartphone Assisted Language Learning

Chapter 1

INTRODUCTION

This chapter dwells on the concept of “multilingualism” step by step through various portrays, each of which purports a different dimension of a unified problem with a holistic approach and starts with how multilingualism, education and development are interrelated. Additionally, race, marginalisation and empowerment and their mutual impact on multilingualism and vice versa will be studied. The definition of multilingualism in metropolis will be touched upon and this will be followed by the discussion of “mother-tongue-based multilingual education in 21st century. Subsequently, multilingualism and multiculturalism as two connected phenomena around the world and endangered languages will be mentioned respectively and finally multilingualism will be outlined as a fact in European Union.

“Contradiction”- this is how one can simply name the nature of the endless search of human beings for facts; concrete, reliable, scientific facts. Once, we insistently looked for ways to generalize and simplify; now we are arguing for diversity and complexity. We have been striving for a globalized, boundary-free world; yet, we also strive for preserving our immaterial and intangible human heritage. Undoubtedly, we have a contradictory, diverse, multi-faceted, and pluralistic world and the erstwhile quest for finding simplistic and generalizable “one-size-fits-all” solutions have obviously been insufficient to meet the needs of our context-bounded and culture-specific problems. Legitimate concerns keep driving us

towards post-modern, rationalist, post-structuralist theories and when it comes to the inevitably dynamic reshaping tendency of this world, we start to review and criticize these. However, when thoroughly investigated, we come to see that there always have been common grounds all these passionate endeavours have evolved out of - race, colonialism and unequal power relations.

The reflections of these attempts in social sciences such as psychology, linguistics and education may be seen as a cline between the subjective vs. objective, dynamic vs. concrete, behaviourist vs. constructivist or humanist, applied linguistics vs. critical applied linguistics and etc. Educational theories and systems, pedagogical approaches, teaching strategies and even the educational policies of regions, provinces, cities, countries and continents accelerate, decelerate, reshape and reform through our subtle work. Thanks to the tremendous research in different fields of linguistics such as SLA, neuro-, psycho- and socio-linguistics, it is quite apprehensible today to recognize the inefficiency and inadequateness of monolingual education and the underlying reason for a momentum towards plurilingual norms (Taylor & Snoddon, 2013) is the fact that these do not and cannot embody the language practices of the children of this century.

Then, how can teachers elicit and employ new pedagogical approaches that would simply fit into the multi-dimensional nature of the 21st century classrooms, where the term “multi-dimensional” refers mainly to diversity in terms of ethnics, languages, cultures, traditions and prior education stories of students back in their home countries? This question has led the researchers to elaborate on the equity, ideology, political participation, inclusion and social justice within education and adapt contemporary pedagogical approaches to the coetaneous conditions of a harshly globalised world. Without understanding students’ learning practices and

integrating those into our pedagogical frameworks, it is impossible to support and develop their linguistic skills on realistic grounds, where meaningful participation could also not flourish.

To talk about multicultural and multilingual learning, we first need to include learners at the centre of education as well as society where learning is not simply a unidirectional transfer from the teacher to the learner but a bilateral, mutual and reciprocal one. A part of this study and one of the aims of the research covers the investigation of this mutual transfer and the problematic dimensions of it within the framework of Northern Cyprus context. In order for a complete understanding of the problem itself, first “multilingualism” and “multiculturalism” are needed to be elaborated in different fields such as education, socio-political dimensions and global tendencies.

1.1 Background of the Study

An unprecedented influx of immigrants and refugees which has continuously been unsettling the status quo in various areas of life has forced us to review our value of perspectives, democracy and “prevention of prejudices, stereotypes and discrimination” (UNESCO, 2018, p.93). English as the lingua franca still is a prerequisite for employment, trade and education and language policies foresee a more equitable access to all levels of English language proficiency. However, ubiquitous proliferation of migration and omnipresence of globalisation force us to see that English is now not adequate. Migration, multiculturalism and multilingualism are the most emphatic by-products of today’s Western-propelled, liberal world where education has been the nexus, yet becomes the crux. Ultimately, education systems act as a pendulum that oscillates between pluralist

internationalism and isolationist monoglot nationalism whereby meta-ethnolinguistic subjectivity is predominantly perpetuated.

People migrate due to various factors (Browne, 2017; Castelli, 2018; UNESCO, 2019) and the languages they have access to in the country they arrive play a huge role on their way to integration. Therefore, we urgently need to provide people with the languages and language skills that they need at home as well as hosting countries (King, 2018) through inclusion in education. As the literature suggest, pluralist pedagogies as ramifications of internationalism as a school of thought should bolster principles such as “inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection” (Dey & Sudhi, 2016, pp.3-4) and provide students with knowledge about the languages, histories, ethnic groups and cultures by assuming that the societies in the future will be the outcome of a series of demographic transitions (Arslan, H. & Rata, G., 2013). At the centre of this transformation however should lie a conscious of world citizenship and absolute equity.

As the UN Convention on the Rights of the Child purports, all children have equal right to education. Additionally, refugee, asylum-seeking and undocumented children also have to be admitted to schools and as UNESCO (2018) suggests, all refugees and migrants should attend and complete school for successful inclusion and the fundamental challenge in “fully including these students in the host society is to offer a high quality education that battles against prejudices, stereotypes and discrimination” (p.93). The stress on the “quality” asserts that the personality, skills and abilities of each student should be addressed and developed (Article 29 in the Rights of the Child). Therefore, each asylum-seeker, refugee or migrant has the right

to a meaningfully structured education that is shaped in accordance with their talents and personalities (Matthews, 2008; Morland & Birman, 2016).

However, despite all legal requirements, international students in general still encounter several barriers when it comes to the enforcement of equal right to education due to some administrative and practical impediments (Dorsi & Petit; 2018). These challenges manifest themselves in various forms, however, the gap between how these challenges are addressed and should be addressed at macro and micro level in terms of policy-making and social dialogue hasn't been fulfilled yet, an example of which could be found in Northern Cyprus (NC). These challenges manifest themselves in various forms in the country, however, the gap between how these challenges are addressed and should be addressed at macro and micro level in terms of policy-making and social dialogue hasn't been fulfilled yet. The second part of this study, therefore, builds upon the first part of the study where the data offer social, educational, financial and political insights from students' perspectives on their multicultural and multilingual learning environments and contributes to previous findings by investigating teachers' perspectives as another critical dimension or level of reality to bring forth a brand new scale into the field laying the foundations of a more integrated language policy.

1.2 Multilingualism in Education

Multilingualism is the end product of the recent movements of multilingual transnational people moving from the conflict zones towards the Western world. Due to poverty, diseases, wars, economic crises, and other challenges forcing people to emigrate, the demographic structure of cities, countries and classrooms have changed. Multiculturalism and multilingualism are the two key aspects of today's globalised liberal world where education needs constant modification and optimum

adaptation, which means that new educational responses are necessary to meet the needs of linguistic diversity.

Based on the facts in hand, teachers require a set of strategies and materials in education that were developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. Any inadequacy or insufficiency of knowledge and awareness regarding multicultural and multilingual environments in education as well as ineffectiveness of meta-cognitive properties such as false perceptions, beliefs and attitudes towards multilingualism and multiculturalism would lead to multifarious problems (Polat, 2009; Demir & Başarır, 2018; Ünlü & Örtten, 2013). A multicultural education should provide students with knowledge about the histories, cultures, and contributions of diverse groups by assuming that the future society is pluralistic.

A multilingual and multicultural education, also viewed as a way of teaching, should promote principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection (Banks, 2001; Banks, 2004). Therefore, the teachers are expected to encourage students to bring aspects of their cultures into the classroom and thus, allowing children to improve and support their intellectual, social and emotional growth, which could only be possible if the teachers, school administration and the government can collaborate in harmony.

Embracing a multilingual approach in education should not solely mean teaching an additive language to students but recognising and valuing the multilingual nature of societies, schools and classrooms (Haukas, 2016) , fostering inclusive educational context within a supportive multilingual learning environment, underscoring the beliefs of other language users and understading their contribution

on establishing and maintaining an inclusive learning environment, taking linguistic background into consideration while assessing learners, boosting learners' understanding of the learning context through ensuring the use of home language, respecting and capitalising on learners' linguistic diversity and reflecting on the effectiveness of multilingual approaches in promoting learning (Banks, 2001; Banks, 2004). Especially the emergence of multiple identities and cultures brought into classrooms by migrant and refugee students (MRS), including gender, religion, ethnicity, and transnationalism, concepts such as diversity and multicultural education has been revisited also reshaping the role of the teacher in how to address the needs of children from a wide range of cultural and social backgrounds (Banks, 2004; Alismail, 2016).

Schools exist to prepare young people for the future throughout which students will be exposed to a multiethnic societal curriculum. How they perceive the curriculum, how it affects their beliefs and attitudes, and how it influences their interethnic behaviour will, to a great extent, be a result of today's schools preparing them to be multi-ethnically literate (Banks & Banks, 2013; 2008, 1993). Social justice is a key purpose in multilingual education and an inclusive curriculum needs to avoid "the mainstream-centric perspectives" that are only viewed as crucial by the mainstream society (Banks 1988, p.18). Yet, school policy is made through official channels and handed down for teachers to enforce. Though teachers are accountable to those structures, they have a lot of subjective power (Alismail, 2016). This power is especially apparent in their sway over their classrooms and their curriculum. These daily acts of translating curriculum into lessons and lessons into knowledge shape how students understand both the content and the context of schools and therefore teachers have to possess adequate skills to integrate different cultures and languages

into classrooms for a successful inclusion and integration. At this point, pre-service and in-service training turns out to be a question open to discussion (Ambe, 2006; Kimanen et al., 2019).

However, if the curriculum in hand is not qualified and equipped enough to fit for a 21st century multicultural context, the knowledge, skills and awareness of teachers would also not be sufficient to create an inclusive educational context. Accordingly, a part of this study covers collaborating with the students to better understand the nature of multilingual and multicultural classrooms to see what kind of obstacles are still needed to be achieved in the context provided; what adaptations or modifications are required to be made and to offer a multilingual, multicultural and pedagogically appropriate approach that makes possible an anti-racist and contemporary education of students in Northern Cyprus. On the other hand, teachers' skills, perspectives, beliefs and awareness towards multilingual and multicultural education are also investigated. To fully address to these questions, it would be necessary to look at how other countries deal with this phenomenon at social, educational and political basis.

1.3 Multilingualism in the European Union

As the new norm of the 21st century, multilingualism affects diverse areas of our daily lives such as the sociologic structure, education policies, communication, linguistics and culture. The number of spoken languages in the world today is between 6000-7000 and 97% of world's population speak 4% of the world languages while 3% speak approximately 96% of languages left. According to the data of 2011 (The Guardian, 2011), half of the world's 7.6 billion inhabitants share just 13 native languages. Just over 3 % of the world's languages – 255 – are indigenous to Europe. The highest number of living languages – 2 165 – is found in Asia. Recently,

European Union (EU) has been conducting serious research on multilingual contexts, current problems and possible remedies. According to the Treaty of European Union, there are 24 official languages and linguistic diversity is respected (Article 3(3) and 22) which was also asserted in a previous report (UNESCO, 2008) published by the European Commission called “*Multilingualism: an asset for Europe and a shared commitment*”. This report underlines the value and opportunities of the EU’s linguistic diversity and that any barriers against intercultural dialogue should be eliminated as per the following statements included:

“(The Union)... shall respect its rich cultural and linguistic diversity, and shall ensure that Europe’s cultural heritage is safeguarded and enhanced” (Treaty of European Union, Article 3).

Regarding multilingualism and language learning, the report underlines that with the help of media, cultural organisations and other civil society stakeholders, a platform should and will be created to promote multilingualism for intercultural dialogue through discussion and exchange (Article 6(10)). Furthermore, another additional study published by European Parliament (2008) assessed policies by EU for promoting language learning and cultural diversity between 2004-2008 (where it was concluded that “*there is a lot of interest, support and demand for preserving minority languages and promoting linguistic diversity*” (Article 6(11)).

Although it is observed by teachers and administrative bodies that classrooms at all levels of education have become densely populated and intensively multicultural, multi ethnic and multilingual, no data exist on which languages are currently being spoken in Northern Cyprus and what precautions have been taken to foster mother-tongue language education for migrant people in and out of school. Yet, a by-product of this study will be to unveil the answers of these questions which

will lead us to clarify the research questions. Yet, the data presented here are valuable in terms of the approaches that could be possibly adopted by policy makers Northern Cyprus regarding the vitality of mother-tongue languages on the island as well as how foreign languages should be handled both in political and social terms. These data may help us better understand how foreign languages are realized by the youth, as well as the rest of the population and in what areas of life these languages are mostly needed or used by this population. Only after such an understanding would it be possible to constitute a realistic foreign language education system in Northern Cyprus.

1.4 Northern Cyprus Context as a Partial-EU Country: Contextual Features

1.4.1 A Territory under International Embargo: The Republic of Northern Cyprus

Cyprus has always witnessed an influx of refugees and migrants as a metropolitan centre of attraction and become a destination country for a massively international community for the last two decades. Massive populations have chosen to come to this island on the grounds that it provides a safe environment for people as an EU zone where the everyday spoken vernacular of Southern part is Cypriot Greek, and Cypriot Turkish is the official vernacular in the Northern part since the 1983 constitution (Hadjioannou et al. 2019). The TRNC has become a full member of the EU on behalf of the whole island. This territory is within the borders of the EU but it is not recognized as a member state and is outside the territory of the internal market. Northern Cyprus is legally part of the EU, but the EU law is suspended since the northern portion of the island has been under the control of the Turkish Republic

of Northern Cyprus (TRNC). Cyprus joined the European Union on 1st May 2004 as a de facto divided island and the relationship between Turkish Cypriots and the European Union has always been limited since then because the European Union (EU) does not recognise the self-declared territory. Northern Cyprus is internationally accepted as a *de facto* state that comprises the northern portion of Cyprus and is recognised only by Turkey, hence (Ozsaglam, 2018) conceiving a pariah nation. Circumstantially, the island possesses a long story of British colonial administration and the Cyprus conflict is “bound up in fractious socio-political issues of ethnic conflict, religious and national identities, and Western dominance, as well as modern processes of secularization and modernization” (Ozmatyalı & Ozkul, 2013, p.2).

Yet, lack of a sustainable European control, reinforcements and regulations on migration at the northern side of the island has resulted in unrestrainable waves of immigration from diverse geographies which have already been ongoing since the disintegration of the Soviet Union in 1991 (Ker-Lindsay, 2010). and prolix conflict, political crises and instability in the Middle East since early 1990s. Another essential exposition for the accumulating international population is the alluring climate and geographical position of the island located in the middle of the Mediterranean Sea, procreating a touristic attraction for foreigners. Apart from the forced migration, many come with their free wills to accommodate here and enjoy the Mediterranean climate and the tourism sector meanwhile keeps being a salient employment area for the unemployed people worldwide despondently seeking a source of income.

1.4.2 Why Should We Start with the Students?

In the first place, students are the invaluable inputs and outputs of education programmes. They may learn about different cultures, ethnics and languages through

integrative, plurilingual curricula. Hence, how they perceive the curriculum, how it informs their beliefs and attitudes, and how it helps them act transnationally depends on today's schools preparing them to be multilaterally aware (Hopkins-Gilispié, 2011). To what extent schools, teachers or policy-makers are able to manage this process is a question to be answered in many contexts, one of which is Cyprus.

1.4.3 General Framework of Secondary Education in TRNC

Secondary education covers a six-year period of time based on primary education. Each and every student successfully completing the primary level education has the right to continue with the secondary education and utilize facilities and resources of secondary education depending on their interests and competencies. The objectives and functions of secondary education are in line with the Cyprus Turkish National Education and are as follows:

1. Establishing and maintaining social and cultural integration in line with the Nationalism of Atatürk.

2. Equipping all the students with a common minimum level of world knowledge. Providing them with the skills to recognize personal and social problems, come up with possible solutions for these problems, and enable them to have the awareness on and contribute to the social and cultural development of the society.

3. Preparing students for higher education based on their field of interests and personal skills within the framework of various programmes considering the needs of national economy as well as preparing them for social life and working life as individuals (Ministry of Education, TRNC).

Secondary level education consists of three-year secondary school and schools upper from this level which are categorized and named differently based on the programmes they apply or adopt. These are namely general high schools, vocational

high schools, technical high schools and others kinds. Secondary schools can be established as separate entities or integrated with a high school. Secondary education lasts for minimum six years and can vary depending on the nature and objectives of the programme being applied. The duration is determined by the Ministry of Education. Currently, there are 13 secondary schools and 19 high schools located at six different districts across the country- Nicosia (*Lefkoşa*), Kyrenia (*Girne*), Famagusta (*Gazimağusa*), Morphou (*Güzelyurt*), Trikomo (*İskele*) and Lefka (*Lefke*) (Figure 1.1).



Figure 1.1. Districts of Northern Cyprus

All students (migrant, international, local) may register to any state and private-schools without any requirement of prior documentation of education according to their age group. Each student successfully completing the primary education has the right to continue with the secondary education and utilize facilities and resources of secondary education depending on their interests and competencies

(Alemdar, 2020). Educational programs at the secondary school period aim at providing the learner with communication skills in his mother-tongue and learning environments to use a second language apart from English, and establishing friendly relations with neighbouring countries (Ministry of National Education and Culture).

The philosophy underlying secondary education is asserted to be raising citizens who are democratic, actively respect love and mutual understanding to transform democracy into a way of life. 3) compatible with the society, where some of the regulating principles are purported to be 1) raising individuals who adopt common universal humanistic values of freedom, peace, democracy, justice and who become aware of the contribution of Ataturk revolutions to these values, 2) fostering life-long learning and 4) learner-centred techniques (Alemdar, 2020) Moreover, as the Board of Education and Morality in TRNC (2005) delineates, all students must choose a second foreign language (German, French or Greek) in addition to English as a compulsory subject within the framework of the Foreign Language Programme throughout secondary education (Ministry of National Education and Culture). Accordingly, some objectives are 1) enabling students understand and recognize different world views and perspectives, 2) understanding foreign people and be able to communicate with them and 3) ensuring their multilingual and multicultural development (Alemdar, 2020). Although these statements pledge rational remedies for any community characterized with its pluralistic texture, it is disputable whether the content is actually neoteric and the sphere of their influence in practice corresponds to the theory.

1.4.4 Late History of Cyprus and the Role and Importance of Multiple Languages in Cyprus

Cyprus, as a precious island of the Mediterranean, had been ruled by the Egyptians, Phoenicians, Byzantines, Venetians and the Lusignans and therefore has become the center of the Cradle of Civilizations with its long history. The island, which came under the Ottoman domination in 1571 then became a British Colony between 1878-1960 as per an agreement on “renting” Cyprus. Thus Cyprus was officially declared as a Crown Colony and the administration of the island was basically carried out by the British. After the coup of the organization called EOKA, Britain abandoned the island but remained as a guarantor and maintained its military bases in Cyprus. In 1960, Cyprus has become an independent state with a Greek Cypriot President and a Turkish Cypriot Vice President.

Yet, the constitution of 1960 had major inequalities that caused conflicts between Muslim Turkish Cypriots and Orthodox Greek Cypriots. Although UN sent peacekeeping forces in order to support British troops in 1964, a military coup paved the way to Turkey to illegally invade the northern portion of the island. Since 1974, Cyprus has been a divided island under Turkish occupation.. On November 15, 1983, the Turkish Cypriots of Northern Cyprus Republic was proclaimed. Despite the resolutions of the UN and continuous efforts against the violations of the sovereignty rights of the country, Turkey still remains as the sole country recognising “Turkish Republic of Northern Cyprus” as a legal state. Negotiations to unite Cyprus has been conducted for many years but all peace-keeping operations have remained limited. Since 2003, checkpoints at various border points have been opened that allow people to visit each side. Cyprus has become an official EU member in 2004 and the southern part adopted Euro in 2008.

Therefore, it could be concluded that due to its geopolitical position, Cyprus has hosted various civilizations of different cultures and languages. With the influence of their cultural assets and languages among which are Latin, Turkish, Greek, English, these nations shaped the language policies and the medium of instruction policies on the island and these languages also shaped the policies in education (Pehlivan, 2018). Within this framework, the use of English language and its significance in the history of Cyprus could be studied in three different periods:

1) 1878-1960: In this period, English was actively used by English administrators and among Turkish and Greek Cypriots as a tool of communication. In this period, the curriculum of the Turkish Cypriot Education System was prepared by blending both English and Turkish education ideologies. Colonial elements such as the English system, English language courses and special ceremonies in the name of the Queen were integrated into the curricula. In this period, schools were opened the language of instruction of which were English. Learning English language was the primary target of the colonial education system. Laws were prepared in English (Yolak, 1989), Turkish Cypriots were required to know Greek and English in order to take up a post at government offices (Yorgancıoğlu, 1986, p. 66; Özmatyatlı & Özkul, 2013). As of the 1932-1933 academic year, teachers were required to successfully pass the “Ordinary” and “Distinction” exams to continue their job (Behçet, 1969: 172-173). Apart from introducing English into the school programs, the British also established schools with the English language as the medium of instruction to spread the language all over the island at primary and secondary education levels.

2) 1960-1974: In the 1960 constitution, it was stated that the official languages of the Republic were Greek and Turkish. In this period, educational issues

were studied by the Turkish Cypriot Community Assembly- Education Department. The effect of English in education maintained its significance (Pehlivan, 2018). The establishment of the Cyprus Republic was crucial since Turkish again became an official and primary language where Turks and Greeks were independent in education. The Turkish Community Assembly was completely free in designating the school curricula in collaboration with the Turkish Republic Ministry of Education with the influence of Turkish nationalism rising in 1960s.

3) 1974-present: During this period, a new education law was passed and the Turkish Ministry of Education was established with a complete parallelism with Turkey and minority languages were not included in the constitutional charters (Pehlivan, 2018). Today, there has been an increasing number of foreign students at all levels of education and nationalism in education has started to lose its effect. The Greek language has been included in the curricula as the “neighbouring community language” in addition to English as the obligatory second language and French and German as the optional foreign languages. Unfortunately, similar regulations for other minorities in Northern Cyprus do not exist (Maronites who are bilingual or trilingual) and therefore have the risk of losing their native languages. Following the Annan Plan, other minorities from England, Bulgaria and Turkeminstan also migrated to the island. Lately, the notion of Cypriotism, maintaining identity and localization has gained importance and raising awareness for other cultures and languages was a notion emphasized as a main priority in the 5th National Education Council mentioned under Section 1.4.8. in this study.

1.4.5 An Overview of National Education Principles in Cyprus

According to the Law of National Education in TRNC, some fundamental principles of national education are as follows: Equity and Generality, Needs of the

society and skills of individual, Guidance, Training and Success, Right to Obligatory Education and Training, Principle of Equal Opportunity, Sustainability, Teaching of Turkish Language and Foreign Languages, Improving the consciousness of democracy and Cooperation among school and family. Moreover, some of the human qualities of the 21st century targeted by the Cyprus Turkish community were asserted as: 1) believes in democracy, peace, social justice and superiority of the jurisprudence, 2) is open to changes, 3) inquires, expresses his ideas freely, 4) establishes friendly relations with Turkey and other neighbouring countries, 5) has an advanced sense of empathy and a humanistic approach to all kinds of cultural differences and respects human and human rights. In line with these statements, a need for reconstructing the education system was also declared in order to enable the Cyprus Turkish community to take up its position among other communities in information age, to develop socially, culturally and economically, equality of opportunity for education, lifelong learning, education open to changes and learner-centered education (Alemdar, 2020). To what extent these key concepts are truly addressed by teachers and school policies will be an issue that is one of the by-products of this study.

1.4.6 Foreign Language Programme

As the Board of Education and Morality in TRNC (2005) asserts, teaching of German and French in addition to English is an advantage in many countries especially to find a job and to get a place at university since they are widely spoken in economy, politics, tourism, culture and arts, science and technology. Accordingly, the primary function of foreign language programmes is effective communication and interaction. The primary function of the language program is asserted as effective communication and interaction. Accordingly, it is intended to enable the

pupil to reach a satisfactory level in all four areas (listening, reading, speaking and writing) without giving priority to any skill within communication approach (Alemdar, 2020).

Some aims of the Foreign Language Programme are: 1) enabling students understand and recognize different world views and perspectives, 2) strengthening their cultural development, 3) improving their critical and creative thinking skills, 4) understanding foreign people and be able to communicate with them and 5) ensuring their multilingual and multicultural development. Moreover, it is pointed out that the foreign language programme is based on the Common European Framework for Language Learning and Teaching. The acquisition and use of communicative skills dominate grammatical rules. The fundamental role of the teacher is to create authentic environments and materials and to guide students during the activities where social contexts are prepared realistically in activities. During activities, students use languages as a tool to express their own feelings and ideas.

Within this framework, in lessons:

- 1) Authentic language used in real life situations are presented to students;
- 2) The teacher creates situations leading up to real communication;
- 3) Students are given the opportunity to express their own ideas and views;
- 4) Errors made in activities are regarded as natural consequences of communicative skills acquisition process and corrected through various methods;
- 5) Students are in interaction with each other rather than the teacher. The teacher helps and guides students;
- 6) The program is drawn up according to the students' abilities in using English and the topics that they need to talk about;
- 7) Project-based, interactive and learner-based activities are used;

8) Efforts are made to enable pupils to be acquainted with other cultures, to acquire social skills and intellectual background;

9) Intellectual richness, cultural awareness and social competences are deemed as prominent;

10) Learner-autonomy is considered as a value and;

11) Learner-based research and improvement studies are conducted;

12) Computer technology and other technical facilities are used;

In English, it has been aimed at providing the pupil to reach to the level of B2 of European Standards in English at the end of the 9th grade. In German and French, it has been aimed at providing the pupil to reach to the level of B1 of European Standards in German/French at the end of the 12th grade.

1.4.7 An Attempt for a New Education System

As the Board of Education and Discipline suggested in a report published by the Ministry of Education in 2005, education system in Northern Cyprus has an urgent need of restructuring to:

(1) help Northern Cyprus community exist among other societies in this era of information.

(2) help Northern Cyprus community develop socially, culturally and economically.

(3) ensure equity of opportunity in education

(4) ensure life-long education

(5) create an education system open to change

(6) allow learner-based education.

In this context, a set of expected characteristics were indicated in this publication to figure out the targeted individual model for Northern Cyprus

community. Accordingly, some of the characteristics of the 21st century Northern Cyprus citizen are as follows:

- ... who is aware of national, cultural, artistic and modern identities
- ... who has a culture of reconciliation
- ... who has a feeling of empathy, and puts humanitarian values before any

kind of cultural differences

- ... who has respect for humanity and human rights.

In the same report, the new education system also stipulated a set of characteristics for school administrators as well as teachers. Accordingly, teachers were expected to:

(1) create ideal learning environments in accordance with students' field interests and skills.

(2) ensure the interaction required between the learner and their social sphere

(3) establish good communication between parents and administrators

(4) utilize teaching strategies with a learner-based approach

(5) effectively make use of drama, play, irony, negotiation, research, experiment etc. as teaching methods

(6) prioritize effective use of Turkish language and sustainment and development of Turkish Cypriot culture.

Students on the other hand were predicted to be capable of:

- Developing communicative skills continuously
- Caring for cooperation and friendship
- Improving their mother tongue skills and effectively using it in every aspect of life

- Acknowledging another foreign language in addition to English as a second language in line with the skills prescribed in “European Language Development File”
- Recognizing Greek language as adjacent community language
- Adopting values such as peace, democracy, justice and equity...
- Feeling empathy, approaching cultural differences with tolerance and awareness
- Having respect for human, and human rights. (MoE, 2005).

The document also included a title on “Foreign Language Programme” where a brief introduction for English as a second language and German and French as other foreign languages in secondary education is provided. The main purposes of the foreign language programme were reported as to: reinforce cultural development of learners, improve their critical thinking skills, help them understand foreign people and be able to express themselves to them and “*ensure their multicultural and multilingual development.*”(MoE, p.22). Depending on the notion that foreign language teaching is based on the Common European Framework For Language Learning and teaching, it was suggested that “the acknowledgment and active use of communicative skills should come before grammar rules, and social environment for activities should be authentic. The role of the teacher in such an environment is to guide the process which students should benefit for expressing their personal views and feelings by using language as a tool.

Pursuant thereto, in applications of lessons:

- Authentic language should be presented to students
- Learner autonomy is crucial

- Intellectual scaffolding, introduction of other cultures and acquiring social skills are emphasized.
- Programme should be prepared by considering the needs and capabilities of students.
- Students communicate among themselves more often than they do with the teacher. The teacher monitors and facilitates the process.
- Errors during activities should be considered as a natural output of the learning process and corrected through various methods.

When the statements in the document is further studied, it could be concluded that most expressions are in line with post-modern conceptions such as focusing on individual differences rather than the uniformity of thought, different learning styles which is unique for each and every student, learner-autonomy, teacher as a facilitator, constitution of equality among cultures, empowerment of minority students against Euro-centric enculturation, social construction of self-esteem, classroom as a self-organizing environment vs. a pre-determined rigid setting and authenticity and dialogue as essential components of the curriculum.

Thus, in line with the adoption of these social-constructivist norms, acquisition of a third foreign language (German or French) subsequent to English as a second language and presentation of Greek language starting from the 6th grade was underlined. Greek language was indicated as an optional course within the foreign language programme and planned to be applied in a few pilot schools as an initiation process. All courses for lower secondary education, except from the foreign language courses, are in Turkish and students who have sufficient proficiency in English at the end of the 6th grade could choose other disciplines such as Mathematics, Science, History and Geography in English optionally. In general, 2 periods are allocated for

third language education (French or German) in lower secondary education at the weekly timetable and this number goes up to 3 periods in higher secondary education.

It is mostly observed in the document, at least in theory, that learning is personal, different ethnics and cultures should be respected, peers are prominent as social components to acquire communicative skills and multicultural and multilingual development should be safeguarded, to what extent were these practices successfully carried out will be discussed in chapter 4.

1.4.8 V. National Education Council

Upon the most recent convention of the Language Education Commission of TRNC in 2014, a number of decisions were made and reported as urgent steps to be taken. At the top of the list, foreign language policy of TRNC was purported to be of utmost significance since TRNC has been working on an official foreign language policy for a considerable amount of time. To bring a permanent language policy into force, defining a language policy, especially language learning policy and to make the legal regulations required appropriately was stated to be the first and foremost objective. Moreover, it was indicated that language education should become state policy and permanent. To contribute to *“the formation of a federal solution for the Cyprus problem”*, (the island has been partitioned since 1974 following Turkey’s invasion of the north in response to a military coup on the island which was backed by the Greek government) Greek language was suggested to be included as an obligatory foreign language within language programmes as soon as possible and necessary contacts were proposed to be made to simultaneously programme Turkish in the Southern part of the island. Moreover, Turkish-Greek-English should have been recognized as official languages as the report suggested. However, although it

had been emphasized in the V. National Education Council that language education should become state policy and permanent, these stipulated steps could have never been put into practice partly due to frequently recurring government reshuffles and constantly failing regulations and policy-making practices. Another negative impact on the reiterative failures of constituting a solid foreign language education policy has been the presence of completely different political views coming to power for relatively shorter period of times due to snap elections. In other words, while the decisions made during the V. National Education Policy had been taken under the ruleship of a socialist democratic government, the implementation process obviously failed under the government formed by a national-conservatist political party built on the philosophy of national unity and close relations with Turkey since previously taken decisions have become obsolete with the state's recent change in strategy moving away from federalism to the two-state solution.

1.5 Statement of the Problem

Provided that multilingualism and multiculturalism are inevitable solid facts of the whole world now, most of the countries would need to revisit the approaches their education systems are based on and one of these countries is obviously Cyprus. Population has grown far too different from where we have started and become densely multiethnic, multicultural and multilingual due to the dynamic characteristics of the island (Pehlivan, 2018) as a popular point of attraction for masses of populations. As noted above, developed EU countries approach multilingualism and multiculturalism as the two key concepts of their political, social, financial and educational agenda and policy makers or governmental institutions might play a crucial role in reshaping the pedagogical framework of their own contexts. Related approaches or legal frameworks being followed by the European Union countries

should be a concern for northern Cyprus too since Northern Cyprus is de jure part of the EU by virtue of de jure being part of the Republic of Cyprus. It was expected that the accession of the south in 2004 would provide the catalyst for unification so that a unitary state of Greek Cypriots and Turkish Cypriots could join the EU on 1 May 2004 (Alemdar, 2020). Expectations for unifications failed but negotiations are still in progress. Despite joining the EU as a de facto divided island, the whole of Cyprus is considered as EU territory and Turkish Cypriots who are eligible for EU travel documents are EU citizens. Currently, while it is formally part of the EU, the *acquis communautaire* is suspended unless and until the island is reunified or in areas where the Cypriot government (Government of the Republic) does not exercise effective control (europe.eu). Therefore, in case of a full accession into the EU, the whole island will have to share a common educational framework.

However, despite all these studies going on around the world, hardly sufficient work has been done on the educational system of Northern Cyprus which has already been struggling with the swiftly increasing immigrant and refugee population in the education sector. The country already lacks an official foreign language policy to be followed in primary and secondary education. Provided that creating a solid foreign language policy for primary and secondary education should be of utmost significance, the fact that it should be capable of successfully embracing MRS should be the first component to consider. Therefore, there is a huge and urgent need of serious examination and evaluation of the current approaches and system being followed in Northern Cyprus in terms of multilingualism and multiculturalism as two irrefutable phenomena mutually shared by many countries of the world today. The investigation of other contemporary approaches developed and applied in other receiving countries that have been highly loaded with a continuous flow of

immigrant populations in order to successfully manage these two concepts in education would help researchers propose ideally suitable, practical and realistic remedies for Northern Cyprus context, even if partial as applied linguistics usually suggests. In order to develop a pluralistic disposition in this context, first the insights from MRS and foreign language teachers are needed so that the data could be employed to feed the local educational practices as well as curricula, regulations and policies.

1.6 Purpose of the study

In a world faster than ever, multiculturalism and multilingualism are the two key concepts for a complementary and meaningful education system even for the smallest countries like Cyprus since their scale of effect might be immense especially in the field of education (Cenoz & Gorter, 2010; 2011). Constructing a multilingual and multicultural pedagogy for any geography requires teachers-policy makers- and students to fully understand each other and cooperate in harmony (Acar-Ciftci, 2019). In this study, secondary education was chosen as the main field of interest since primary education students 1) are too young to fully comprehend their social and cultural environment, 2) pedagogical principles are fundamental and generally a question of inquiry for children and teenagers instead of adults, in other words, for primary and secondary education rather than higher education, 3) educational policies, curricula and pedagogical approaches and methods for primary and secondary education is defined and determined by the Ministry of Education as a state policy while higher education depends mostly on the administrative bodies of faculties and is therefore do not directly depend on national policies, 4) primary students are not physiologically, mentally and psychologically mature enough to answer the questions asked by the researcher and 5) secondary education covers

students at middle and high schools, in other words students from 11-17, which corresponds to 48% (27,171) of the total number of students in TRNC (53,191) while the number of students in primary education covers only 38% (19,998) and therefore secondary education embodies the largest portion of all students in the national education system (www.mebnet.net).

Within this framework, the aim of this study is to investigate educational, social and political regulations and approaches towards multilingualism and multiculturalism in Northern Cyprus and to provide insights from the perspectives of migrant and refugee students (MRS) in our education system regarding how they feel being a learner in a multicultural and multilingual contact zone such as TRNC and to lay the empirical groundwork which will lead us to lay the foundations of possible educational practices for a multilingual and multicultural pedagogical approach for TRNC.

1.7 Research Questions

Therefore, this study brings teachers, policy makers and students in the northern part of the island together to investigate the current situations, what the fundamental barriers or challenges are, if any, and what possible remedies could be highlighted for realistic solutions, which are most of the time partial. In other words, the aim is to offer educational, social and political implications for Northern Cyprus as a contact zone for the disposition of a pluralistic approach in the country that would make possible an integrative and equitable education in the country- which will lay the foundations of a new scale to be used in the field. Utilizing a mixed methods triangulation design, both students' and teachers' perspectives will be investigated in the first phase and the data will be used for the item generation of a

new scale in the second phase. Accordingly, the research questions and the steps followed are noted below:

1st SECTION- QUALITATIVE-EXPLORATORY

(1) How do refugee and migrant students (MRS) at secondary education level feel about being a foreign language learner in a multicultural and multilingual contact zone in TRNC?

(2) To what extent are current educational practices and regulations at macro (state policies) and micro level (classroom practices) for MRS sufficient to integrate them successfully into the national education system and local FLT practices in TRNC?

(3) What are the fundamental barriers against an anti-racist, inclusive and equitable pluralistic disposition in FLT for MRS in Northern Cyprus?

2nd SECTION- QUANTITATIVE- INSTRUMENT ADAPTATION

4) How can be TMAS adapted into the TRNC context so that the new items could be utilised to develop a new scale on teachers' critical multilingual language awareness in education?

3RD SECTION: QUANTITATIVE- EXPLORATORY- INSTRUMENT DESIGN

5) Utilising TMAS as a sample and qualitative data from MRS, how can be the items of a scale measuring FLT's CMLA level generated that would be used as an assessment tool in teacher education and provide insights for an integrated language planning for NC?

6) What are the EFA analysis outputs of Teachers' CMLA in Education Scale (TCMLAES)?

1.8 Significance of the Study

For the first time, Ministry of Education, foreign language teachers and students at secondary education are brought together to unveil the socio-political and educational facts present in the country which have historical as well as economical, and ethnic roots and reasons behind them. Although linguistic and cultural diversity have been non-negligible and irrefutable realities of the island for a relatively long period of time, the traditional teaching approaches are still being used in many schools and many immigrants and refugees as well as the indigenous people of the island have been known to be struggling under the same system.

In addition to the problems already existing in the foreign language education practices which lacks an official, political basis, a gradually increasing immigrant and refugee population adds up to the already existing problems since migrant and refugee students have been struggling very hardly due to various parameters such as insufficient cultural and social inclusion as well as language-related issues. This study, for this reason, is the very first step taken to investigate, identify, improve and update the pedagogical approaches and practives in the current secondary education system in Northern Cyprus in terms of the multilingual and multicultural identity of the population itself. Moreover, another critical output of this study is the development of a new scale on critical multilingual awareness of foreign language teachers which was created based on the data of the first phase as well as of other instruments included in the second phase. These scales can be a critical assessment tool in teacher education to measure and assess teachers' knowledge in and awareness on multilingualism and multiculturalism as two key phenomena.

1.9 Audience

The target audience of this research are teachers, especially foreign language teachers, at secondary level (teaching at secondary schools and high schools) in Cyprus, school administrators and other staff, policy makers and Ministry of Education officials as well as students and parents. Despite the study was conducted within the political boundaries of Northern Cyprus at first place, the study is deemed to be highly valuable not only for the country itself, but also for other similar contexts and other developing countries of the world which are exempt from the EU legislation or still struggle for a realistic implementation of it.

1.10 Limitations, Delimitations and Assumptions of the Study

Limitations could be listed as:

1) The data provided by the Ministry regarding the students who come from a 3rd country and are studying at pre-schools, primary, secondary and higher education goes back to 2017. No data could be found related to previous years. Therefore, comparison between the number of students coming from 3rd countries (countries other than Turkey) today and before 2017 had to be limited.

2) Questionnaires on Multilingualism and Multiculturalism in Northern Cyprus Context (TCMLAS and TMAS) were administered only to foreign language teachers working at secondary level education in Northern Cyprus. Therefore the sample size had to be limited to 363 teachers which makes the conduction of a common factor analysis (CFA) impossible since exploratory factor analysis and common factor analysis (EFA) requires completely two different data sets and 254 of the total number of foreign language teachers in TRNC (363) were already utilised for EFA.

This may also cause the margin of error and standard deviation to be relatively higher.

Delimitations on the other hand are as follows:

1) This study is delimited to the Northern Cyprus context. No implications or interpretations are intended for Southern Cyprus and the results cannot be expanded for the whole geography. The data were collected from secondary and high schools in Northern Cyprus and results intended to refer to only those within the boundaries of TRNC.

Assumptions are as follows:

1) Cyprus joined the European Union on 1st May 2004 as a *de facto* divided and the relationship between Turkish Cypriots and the European Union has always been limited because the European Union (EU) does not recognise the self-declared Turkish Republic of Northern Cyprus (TRNC). Turkish Cypriots are considered citizens of the European Union by the international community as the EU considers them Cypriot citizens, living in a part of Cyprus outside of the control of the Republic of Cyprus (europa.eu). TRNC is a *de facto* state that comprises the northern portion of the island of Cyprus and is recognised only by Turkey.

In this study, TRNC is assumed to be a separate state on the island of Cyprus and the study is conducted within the boundaries of TRNC as a sovereign authority and separate entity from the Southern part of the island which has been “temporarily” exempt from EU legislation

1.11 Summary

Within the framework of this multi-phased study, the first phase unveils that in the age of an unprecedented diversity and accentuated internationalist theories worldwide, pluralistic pedagogies embellished with nationally monoglossic

discourses have become iconized pressing trends in education precipitating a dichotomous doom-loop vis-à-vis multifaceted parameters of learning environments. In this first phase, critical race theory is linked with internationalism, and document analysis, semi-structured interviews, field notes, observations and informal chats were deployed for an elaborated scrutiny of students' perspectives through a normative-humanistic lens. The results signified that in conflictual contexts, policy-making may surpass basic humanistic norms such as equity and social justice where parental involvement, sustainable integration, discursive ideological orientations, coproduction among stakeholders, Western-propelled content revision, preparatory language courses and teacher education predominantly reconceptualise indispensable aspects of curricula which are especially conspicuous for social partners, policy-makers and educators.

Based on the keynotes indicated above, the second phase focuses on the validation of TMAS into the Northern Cyprus context as well as the item generation and validation of a new scale, the aim of which is to empirically develop and validate an instrument to measure FLT's awareness on the inclusion of multilingual learners for an integrated language policy in an underprivileged territory under international embargo. In this phase, The 48-item 5-point Likert scale was tested by 254 FLT's and Exploratory Factor Analysis suggested a final 28-item multidimensional scale composed of six factors. The Cronbach's alpha internal consistency coefficient for the scale was determined as 0.811. Thus, the scale is potentially useful for assessing pre-service and in-service teachers' level of awareness on multilingual education and ameliorating the literature on know-how of teacher education.

1.12 Definition of Terms

Multicultural Education: Refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds (The Glossary of Education Reform on www.edglossary.org)

Multilingual Education: Refers to "first-language-first" education that is schooling which begins in the mother tongue and transitions to additional languages (Ziegler, 2013).

Anti-racist pedagogy: Antiracist Pedagogy is a paradigm located within Critical Theory utilized to explain and counteract the persistence and effect of racism using praxis by focusing on the promotion of social justice to constitute a democratic society in every respect. (Blakeney, 2005)

Equity Pedagogy: Equity pedagogy has been defined as defining teaching strategies and creating classroom environments that would assist students from diverse social, cultural and ethnic groups to equip themselves with the knowledge, skills and attitudes required to effectively take part in a just and democratic society within the framework of human rights (Banks, 1993).

Critical Pedagogy: Critical Pedagogy (CP) is an approach to language teaching and learning which deals with oppressive power and its relations with people, the fundamental aim of which is to minimize the inequity of subordinate groups by empowering learners. Its roots come from the principles of critical theory of the Frankfurt school by Paulo Freire. Some significant members are Habermas, Marcuse and Adorno. Key concepts are justice, equity and inclusion (Guano, 2020).

Conflict zone: Conflict zone refers to war or political instability that disrupts essential services such as housing, transportation, communication, sanitation, water,

and health care which requires the response of people outside of the community affected (Prasad & Prasad, 2009).

Contact Zone: *“Social spaces where disparate cultures meet, clash, and grapple with each other, often in highly asymmetrical relations of domination and subordination—like colonialism, slavery, or their aftermaths as they are lived out across the globe today”* (Pritt, 1948, p.15)

Internationalism (in Foreign Language Teaching): A normative view of teaching based on the recognition of the benefits of globalization, cooperation at all societal levels, peace and prosperity for all partners equally, human rights and democratic humanism. In terms of curricula and curriculum design, the same concept includes a pluralist recognition of the existence of many disciplines and traditions of teaching and the implementation of teaching processes which give equal voice to all involved and a rational, democratic approach to solving problems. With regard to FLT, two elements are critical for an internationalism-oriented educational perspective where the first element is to develop the readiness to accept and respect people from other language and culture communities and contribute to peace education whereas the second element is the emphasis on humanistic values, understanding others, critical reflection on one's self and country, active citizenship and participation in democratic processes (Byram, 2018).

Refugee and Migrant Students (MRS): In this current study, “refugee” refers to persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. The refugee definition can be found in the 1951 Convention and regional refugee instruments, as well as UNHCR's Statute (United Nations High Commissioner for Refugees). The term

“migrant” refers to someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status. Generally, a distinction is made between short-term or temporary migration, covering movements with a duration between three and 12 months, and long-term or permanent migration, referring to a change of country of residence for a duration of one year or more (United Nations Department of Economic and Social Affairs).

Chapter 2

THEORETICAL BACKGROUND

This chapter dwells on different conceptualizations of multilingualism as well as the difference between our conceptions of the term in recent history and in contemporary research, cognitive benefits of multilingualism, the definition of “English in a Multilingual World”, multilingual pedagogical developments and the key issues being studied regarding multilingual pedagogies and new research directions in this regard. The chapter finally addresses to the purpose and aims of this study which leads to a detailed-description and explanation of the Cypriot context covering up a period of nearly 60 years.

Multilingualism is “a social, linguistic, and individual phenomenon” that has evolved into a critical notion redefining and reconceptualising communities (Ruiz de Zarobe, 2015, p.393). The concept of multilingualism today differs from its previous definitions in terms of its scale since today it affects and reflects whole societies (Aronin, 2015). The scale of multilingualism is now bigger than ever (Moeller & Abbott, 2018) due to “globalization, geographical and social mobility, economic and political transformations, and the advancement of technology” (Ruiz de Zarobe & Ruiz de Zarobe, 2015, p. 395). The omnipresent dislocation of communities has led to societies emerging from “superdiversity” over the last decade, underscoring an expanded number of recent, “small and scattered, multiple-origin, transnationally connected, socio-economically differentiated and legally stratified immigrants” (Vertovec, 2007 p.1024). As a result of these transformations, multilingual education

has become widely emergent where learners' skills in multiple languages are utilised, yet multilingualism isn't practiced as a resource or planned output. Multilingualism, as an asset, however, may provide learners with various higher-level cognitive functions as well as social credits that might be employed in multilingual pedagogies as an irreplaceable resource.

2.1 Cognitive Benefits of Multilingualism

Common European Framework of Reference (2007) defines multilingualism as the presence of several languages in a given space independent of their users. Hoffman (2001) and Barnes (2006) refers to multilingual speakers as:

1. children who are brought up with two different languages at home, one of which is different from the language spoken in the country,
2. children who live in a bilingual community and whose home language is different from the ones spoken in that community
3. children who already have two languages and learn a third language at school.
4. children who are bilingual and become multilingual due to migration
5. children who grow up in a multilingual community.

Furthermore, multilingual speakers are known to preponderate over monolingual speakers in many aspects in terms of social, cultural and linguistic benefits which depend on the age at which these languages had been learned and the number of languages learned. With respect to linguistic benefits, multilingual speakers are claimed to have greater flexibility in terms of switching strategies, utilise and modify strategies depending of their experience, and use implicit learning technologies better when compared with monolinguals and bilinguals (Cenoz, 2009).

They also have superior grammar strategies when compared with bilinguals (Dolgunsöz, 2013), and possess a broader range of schemas (Paradowski, 2011).

Other cognitive benefits include development of executive functioning-improvement of inhibitory control (the ability to maintain focused and selective attention despite distraction), cognitive flexibility (the ability to change perspectives) and working memory (relating old and previous information, linguistic processing, storing and manipulating information). Multilingualism was also associated with planning, attending, set-switching, monitoring and decision-making as well as executive functioning and executive control (Higby, Kim & Obler, 2013). Other cognitive superiorities are:

- separating meaning from form
- encoding and decoding lexical information differently in a new language
- having a better memory and listening skills
- possessing more complex linguistic systems and higher language awareness
- applying more reading strategies in an effective way due to their experience in reading in more than one language
- displaying better cognitive flexibility, problem-solving (Kennedy, 1994). and high-order critical thinking skills (Pavlenko, 2005)
- learning languages more efficiently in a shorter time due to better perception of language (Dolgunsöz, 2013).

Moreover, multilinguals are reported to better develop abstract thinking (Wodniecka, 2007), distinguishing between syntactical structures (Hakuta & Bialystok, 1994), have improved metalinguistic awareness (Adesope et al., 2010), suffer from age-related mental diseases such as dementia and Alzheimer less when compared to monolinguals, develop a wider range of lexical schema over age and

have less stress and foreign language anxiety (Dawaele et al., 2008). Furthermore, as Bialystok (1988) illustrated, metalinguistic awareness is also related to the level of bilingualism and multilingual children seem to possess a higher self-confidence, be more willing to engage in communication and less anxious about being correct, and are more sensitive to nuances (May, Hill, & Tiakiwai, 2004). Acknowledgement and appreciation of such high-level cognitive superiorities of multilingualism by teachers and the policy-makers may enhance creativity in curriculum design and encourage the emphasis on children's mother tongue in education as well as the validation of cultural and ethnic identities as an inclusive approach to language education.

2.2 Social and Cultural Benefits of Multilingualism

Multilingualism connects people from different contexts especially in places where competence in a foreign language is necessary to communicate with people with different mother tongues. Since languages are closely linked to cultural identities, multilingualism means being connected to multiple cultures and therefore multilingual people are able to empathize with other social contexts and histories of communities from first hand which enables them to have a wider perspective. Moreover, when compared to the outlook of a monolingual, it would be fair to say that being multilingual, one can easily accept foreign cultures and avoid xenophobia whereas the competence of a monolingual would be inhibited due to their lack of experience in interaction with other cultures (Berdan, 2014; Mah, 2016). In addition to advantages regarding intercultural competence and cultural flexibility, multilinguals are also able to better excel in conflict resolution tasks which means they can affectively manage the monitoring process during executive control when a conflict emerges (Chibaka, 2018).

2.3 Conceptualizing Multilingualism

Within such a transformation, Agnihotri (2014) refers to this new way of thinking about multilingualism as “multilinguality,” and he claims that pedagogies should not consider languages as separate entities in the mind and in social behaviour. Instead, they should utilise multilinguality of children as a resource in class and employ it for the sake of “linguistic and cognitive growth” (p. 365). From this perspective “every learner matters and matters equally” (UNESCO, 2017, pp.12-13), which leads us to see individual differences not as problems to be fixed, but as opportunities for democratizing and enriching learning and to “make sure that the multilinguality of every child becomes a part of the pedagogical process” (Agnihotri, 2014, p. 365).

However, before arriving at a consensus on what and when to teach learners as second and third foreign languages, we need to elaborate on the language acquisition theories and education policies which will constitute the fundamentals of our rationale. There exists a huge pile of invaluable second language acquisition theories providing illuminating data considering when to start second and even a third language acquisition and a wide range of teaching strategies asserted by estimable scholars. Yet, when it comes to teaching foreign languages at multicultural and multilingual environments, the impossibility of “one-size-fits-for-all” becomes even more loud and clear since multilingualism may refer to different notions in different contexts from individual and social perspectives (Cenoz, 2013). Therefore, the first step to be taken would be to define what multilingualism is as a phenomenon and a concept.

Multilingualism may refer to various meanings. In most cases, it refers to learning and speaking more than two languages at societal level but different

definitions may emerge according to different perspectives. To trace the history of multilingualism, one needs to go back to the third millennium BCE where the very first examples of multilingualism were seen in Sumerian-Akkadian in Southern Mesopotamia. Proceeding for further examples, we come to the Middle Ages when Arabic and Greek texts were translated from Arabic and Greek into Latin and multilingualism at societal in England where English was spoken by the majority, French was used by the ruling class and Latin was preferred for record-keeping and by the Church in 1066 (Cenoz, 2013). Finally when we come to the present day, we perceive multilingualism from a different perspective. Specific factors such as globalization, dynamics regarding economics and labour power, advanced technology and transnational mobility, multilingualism has taken a different form. Between the terms “multilingualism” in history and today, one can detect prominent deviations that could be classified as geographical, social and medium (Aronin & Singleton, 2008). To sum up these deviations, one can conclude that: (1) multilingualism is now a global phenomenon instead of being narrowly limited to specific areas, (2) multilingualism today is not related to social stratifications but different social classes and (3) multilingualism was once seen only in writing whereas now, due to technological developments, it has spread across mediums and become multimodal and spontaneous.

Therefore, defining multilingualism should be considered from the perspectives of different disciplines such as sociolinguistics, psycholinguistics, even neurolinguistics and educational sciences. European Commission (2007) defines multilingualism as: “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). Cenoz (2000; p. 53) defines it as: “a considerable number of people speaking

more than two languages in their everyday life due to historical, social, or economic reasons”. Kemp (2009) also makes an explanation in line with Cenoz and claims that multilingual speakers use different languages for different contexts and purposes, and their level of proficiency for all the languages they can have are rarely equivalent. From these definitions, one could conclude that possessing speaking and listening skills in more than two languages, no matter at what degree, would mean multilingualism. In this study, multilingualism as a multi-dimensional phenomenon, is examined from a sociolinguistic, psycholinguistic and neurolinguistic perspectives.

2.3.1 Sociolinguistic Perspective

From the sociolinguistic perspective, the most recent method for foreign language teaching was declared to be the “action-oriented approach” which refers to language learners as “social actors” within the framework of Common European Framework of Reference for Languages prepared by Council of Europe (2001, p. 9-10). Accordingly, the Council emphasized that creating a multilingual and multicultural community is an indispensable educational target. When the language policies of the Council is further studied, one sees that the instruction of an official language or formal (standard) language as a foreign language includes teaching the dialects, regional accents and vernaculars as well as the street language, the language of the youth, and of internet and social media which could be provided to students at secondary education level (secondary schools and high schools). Besides, the foreign language departments of universities could provide the instruction of special domain languages and the language used by different social strata in terms of “sociolinguistics”.

Following such a path, multicultural and multilingual awareness might be enhanced both as an international and national common culture and within the strata

of the very same culture. By locating the “action-oriented approach” at the centre of foreign language teacher, the Council underlines the use of language at social level where actions are a part of linguistic activities and linguistic activities are a fraction of a wider range of social context.

2.3.2 Plurilingualism

The latest version of CEFR for Languages (2018) with new descriptors purports that multilingualism and plurilingualism is distinguished in that plurilingualism refers to the “developing” repertoire of an individual user which is a dynamic process (2018, p.28). Plurilingualism is further identified as “as an uneven and changing competence, in which the user/learner’s resources in one language or variety may be very different in nature to those in another” (p. 28) where the user applies to a single, interrelated repertoire to accomplish tasks through combining their competences and strategies whenever required.

Accordingly, the term plurilingualism requires the coexistence of a set of competences apart from being able to move between an uneven, interrelated and plurilinguistic repertoire such as. (1) switching from and into languages and dialects, (2) expressing oneself in a language/dialect/variety and understand someone using a different language, (3) utilizing the knowledge of more than one language when required, to understand a text, (4) mediating between people with no common language/ dialect/variety, (5) calling upon a number of linguistic equipments while experimenting with alternative forms of expressions and (6) exploiting paralinguistic features, where the last is most probably the one worth underlining the first and foremost. Moreover, plurilingualism covers the term “translanguaging” as a subset consisting of actions performed by plurilingual people in different languages. CEFR refers to plurilingualism most of the time together with pluriculturalism since the two

aspects mutually develop hand in hand. Furthermore, plurilinguistic and pluricultural competence feed from each other as a resource and further develops the already existing sociolinguistic and pragmatic competences, improves metalinguistic and interlinguistic awareness and lead to a better understanding of how to learn in linguistic and cultural areas.

2.4 Multilingual Didactics: Where are We Now?

The UNESCO resolution of 1999 (cited in UNESCO, 2003) defined bilingual and multilingual education as “the use of two or more languages as mediums of instruction” (p. 17) and thanks to scholars such as Mohanty, Panda, Phillipson & Skutnabb-Kangas (1998; 2009), the statement was also added to this definition that “high levels of multilingualism and, preferable, multiliteracy” is expected “as a goal at the end of formal schooling”. (p. 3). A wide range of concepts regarding multilingualism and multilingual pedagogic approaches have been proposed which can be gathered under the umbrella term “multilingual didactics” and cover integrated language learning as well as cross-lingual skills (Bredthauer & Engfer, 2016).

This was a respond to the inefficacy and insufficiency of current didactical approaches due to the rationale behind them assuming a “monolingual habitus” in the classroom. Naturally, some heteroglossic ideologies have emerged with the changes associated with globalization and the gap between the language of children which they use at home and the language used at school (Mohanty, 2008, 2010; Mohanty, Panda & Skutnabb-Kangas, 2009). Plurilinguism, for example, which is elevated to a great extent in the European Union, utilizes heteroglossic language ideologies and conceptualizes “bilingualism and multilingualism as a single complex competence” (Flores & Beardsmore, 2015, p.214) opposing the mastery over distinct languages.

2.4.1 Translanguaging

Multilingual education have become more and more significant (Cenoz 2009; Edwards, 2007) and multilingual pedagogies such as CLIL (Content and Language Integrated Learning) in Europe have been fed by heteroglossic ideologies. These programs aim at forming spaces where students can demonstrate their understanding through the use of their entire linguistic repertoire” (Flores & Beardsmore, 2015, p. 216). García (2009) names this heteroglossic approach as translanguaging, emphasizing the multiple discursive flow of natural language practices that bi/multilingual students use to manage linguistic spaces in school and complicated practices of speakers who “live between different societal as well as semiotic contexts as they interact with a complex array of speakers” (García & Wei, 2014, p. 18).

Translanguaging moves the focus away from the “concurrent use of different languages in the same utterance” to communicative needs and thus allows language use to be investigated in terms of pragmatic needs instead of linguistic perspectives (Warren, 2017, p. 68). This perspective to language learning and language use reviews relationships and limits between languages and indicates that what people do with language should be more significant than comprehending any formal structures or boundaries (Makalela, 2015) which makes a differentiation from the 1980s, when languages were deemed to be separate entities in classr and in the brain.

García and Wei (2014, p. 75) illustrate how translanguaging as pedagogy in secondary classrooms are practiced as an example where a variety of home languages are brought to school, and teachers are not able to know these languages. In this study, the authors, also relying on García and Sylvan (2011), purport that studentscollaborate with peers, use technology and rely on the teacher who acts as a

facilitator creating opportunities for language use and a learner at the same time. In general, students collaborate with other students to make the task progress better, and various conversations in multiple languages seem to happen in class. During this collaboration, teacher intervenes to clarify a concept or for the class to practice a skill collectively. Students seem to use different languages at different stages of the project and decide how to finalize the project themselves. García and Wei (2014) entitle such environment as dynamic bi/plurilingual education, which includes the notion of “resource” that refers to the repertoire the learners utilise as resources to learn the content.

The South African context might be a useful example for bi/multilingual pedagogies where there are 11 official languages spoken. Van der Walt (2015, pp. 364–365), reviews various strategies for pedagogical translanguaging and concludes that bi/multilingual academic discussions should be supported by bi/multilingual materials and complemented by technological applications where teachers are encouraged to all available resources to assure “successful learning at a high level” (van der Walt, 2015, p. 368).

Similarly, Madiba (2014) called for a translanguaging pedagogy that suggested students utilising multilingual glossaries to find and learn novice words in in the languages other learners used. Moreover, students were assisted to make use of online discussion boards using their linguistic repertoires and create multilingual conversations demonstrating how multilingual speakers could deliberately integrate local and academic discourses as a tool for resistance and reappropriation.

Different examples of translanguaging pedagogies in multilingual classrooms cover use bilingual label quests, repetition, and translation across languages, supporting students to annotate texts in their language of choice, emphasizing

cognate relationships, the generation of student-authored dual-language books, digital storytelling, multimodal multimedia projects, and students from different language backgrounds collaborating through two or more languages (Creese & Blackledge, 2010; Cummins, 2005) which are called sister-class projects.

These applications, projects and pedagogical practices are crucial and efficient. Yet, if students are marginalized due to the subordinate status of their dominant language(s) within educational settings, teachers must act as a source of power and agency to support these students and to compete against language subordination. Furthermore, marginalization of bi/multilingual students can be a barrier for their academic achievement since their social identities are directly related to the conditions of educational settings (Wortham, 2004; Meltzer & Hamann, 2005)

2.4.2 International Variations, Approaches and Perspectives

Actually, the objectives of multicultural education may differ among educational philosophers and liberal political theorists. Educational philosophers might advocate the maintenance of the minority group culture by encouraging autonomy development and providing them novice and different ideas. Such exposure would guide children for critical thinking and provide them a more open mindset (Levinson, 2009). In other words, the knowledge, values and skills required to foster students' participation in societal changes are being evoked and thus, the victimization or exclusion of ethnic minority groups are being minimized or eliminated. Under such a model, teachers would serve as agents of such change, promoting relevant democratic values and empowering students to act (Banks & Banks, 2013).

Therefore, to lead the teachers as well as educators in the field, it would be beneficial to look at some international context to see how they deal with the

multilingual realities of classrooms in different environments. In this case, Sweden and Norway are two countries known for their contemporary multicultural education systems constructed especially for improving immigrants within the education system and Cyprus also is a country with a growing number of immigrants trying to adopt the current system.

2.4.3 MRS in Europe and Precedential Approaches

According to recent research, students from migrant background face various challenges while integrating into schools because they have problems related to 1) their migration process such as acculturation, new environment and acquiring a new language, new school, new rules etc. (Hamilton, 2011), 2) policies promoting inclusion and equality and providing resources to schools and education systems (Sinkkonen & Kyttälä, 2014) and 3) student participation, inappropriate grade placement, lack of counselling services lack of instruction in students' mother tongues and lack of parental involvement (Hamilton, 2013; Trasberg & Kond, 2017).

The Eurydice Report (2019) indicates that the rate of foreign-born students leaving education and training early is higher than the rate of the native-born population in almost all European countries. An essential policy challenge in 17 education systems across Europe has become tracking MRS' lower educational achievement and their defragmentation in the education system. Moreover, newly arrived MRS are usually placed in preparatory classes or lessons if their language skills are not strong enough to follow mainstream teaching. These are called preparatory classes and are organised in three ways:

- 1) Students are placed in mainstream classes for most lessons but they can take some lessons in separated groups.

2) Students are placed in separated groups for most of their lessons and they can attend mainstream classes for some lessons such as general sports, arts and music, where participation does not require high-level language skills.

3) Students are placed in separate groups for all their lessons (Eurydice, 2019).

In some countries newly arrived MRS are educated in separated spaces which sometimes include physical separation, under the guidance of experienced or highly-skilled teachers, equipped with second-language acquisition knowledge and familiar with multicultural education settings. Through this segregation, it is thought that in the long run, inclusion will be more successful without any discrimination and racism (Bartlett, Mendenhall and Ghaffar-Kucher, 2017). In order to minimize the negative impact of lengthy separate preparatory programmes on MRS are offered a content-rich curriculum where they are taught other subject areas than the language of instruction (Meehan et al., 2021).

In other countries, an organisational model of temporary separate classes are favoured where students are granted access to general shared spaces such as school building and leisure facilities. In these classes, newly arrived refugee students receive daily education separated from others (Vogel and Stock, 2018; Svensson and Eastmond, 2013). Temporality in such contexts differs and range from a few weeks to many years. Yet, as the data suggest, exposing refugees to such separation and allowing them to socialize within limited spaces and times (breaks and out of school activities) may result in a partial inclusion. However, the objective of this model is, like the refugee-only schools mentioned above, is to ensure inclusion in long run.

Some countries prefer applying separate and combined spaces such as mainstream classes, for example in Sweden. In other countries like Wales, England and Italy, newly arrived refugees are directly subject to ordinary or immersion

classes where considerable amount of support is also provided (Pinson and Arnot, 2007). The term “support” here includes having multilingual teachers or two teachers at the same time in classroom or backing students up with extra-curricular activities outside of classroom and pulling them out for a short period of time from ordinary classes. The process of educating these newly arrived students in separate settings, of course, should be managed pedagogically appropriately and in accordance with their needs and special circumstances.

2.5 Multilingual and Multicultural Pedagogies

Multicultural pedagogies once emerged with primary emphasis on education for exceptional and culturally different to include diverse groups “at risk” in the system by changing people to fit them in mainstream America rather than changing mainstream America, the rationale of which was based on human capital theory (Ali & Ancis, 2005). However, groups once classified as “at risk” now constitute the populations of classrooms in many places of the Earth and obviously, restructuring the mainstream instead of individuals have seemed to be more rational and practical at the end.

Moreover, according to Garcia & Flores (2013), languages are spoken by different social groups which forces multilingual pedagogies to be “critical” in nature so that they can reinforce students’ critical thinking skills and awareness to combat inequities where social justice subsumes: (1) a democratic classroom, (2) development of multilingual awareness and tolerance by fostering the use mother-tongue in classroom, (3) encouraging hard working and taking risks regardless of students’ abilities and (4) ensuring valid assessments against those standardized for monolingual individuals.

However, real life is much more complicated than all majestic theories and probable variables may emerge in any educational setting that cannot be predicted. When the teachers are not able to use their agency to combat language subordination and “deterritorialize” (Ruecker, 2017) language literacies against sophisticated imperialist white supremacy, any pedagogical approach would act as an indispensable catalyst for further marketisation of “Englishisation” (Coleman, 2006, p.4). Consequently, students would easily be marginalized due to their subordinate status, which is the case for multilingual students in many educational settings.

In foreign language instruction, an additional language is taught often as a separate course to prepare students to use an additional language in a different societal context and throughout the history, the focus was on improving proficiency skills instead of communicative competence. This was the main reason why foreign language pedagogies were based on monoglossic ideologies assuming foreign language acquisition is linear and sequential- which does not accord with today’s understanding of plurilingualism where languages are handled as a complex structure where resources are shared rather than separate structures in mind (Figure 2.1). Second language instruction followed foreign language instruction and was not actually different from foreign language instruction approaches due to its attachment to the understanding of sequential language development. Traditional bilingual pedagogies following foreign and second language instruction also considered two languages as two different autonomous skills and languages were thought as separate forms. In other words, they were all based on Lambert’s (1975) additive and subtractive bilingualism where the development of two languages are seen as linear- L2 improving or L1 moving backward. Besides, L1 and L2 are two autonomous languages and bilinguals are two monolinguals instead of one single person (Garcia et al., 2011).

Type of Pedagogies	Foreign Language Pedagogies	Second Language Pedagogies	Bilingual Pedagogies	Multilingual Pedagogies
Language use	Explicit language instruction	Explicit language instruction	Languages used as media of instruction	Languages used as media of instruction
Language lens	Monolingual	Monolingual	Bilingual	Multilingual
Language orientation	Monoglossic	Monoglossic	Monoglossic	Heteroglossic
Language views	Autonomous languages	Autonomous languages	Autonomous languages	Fluid language practices
Language arrangements	Diglossic	Diglossic	Diglossic	Transglossic
Bilingual Orientation	Additive and linear	Additive and linear	Additive	Recursive or dynamic and complex

Figure 2.1. Type of multilingual pedagogies and language use (Adapted from Garcia & Flores, 2013)

Thanks to the increasing linguistic diversity in countries like Africa and Asia, globalization and migration, awareness on multilingual education has been under investigation and paved the way for multilingual heteroglossic types of programmes.

In 21st century classrooms where linguistic and cultural heterogeneity is at peak, none of these pedagogies could give the expected results. Multilingual pedagogies have become educational tools to eliminate power inequalities between minoritized and dominant / majority languages and revitalize those which are endangered. CLIL was also a kind of response to increasing multilingualism in Europe which could be interpreted as a mixture of immersion pedagogy and second language pedagogy. On the other hand, countries such as Luxembourg developed their own multiple multilingual education types where students at secondary school were introduced two other languages other hand national language linearly but teachers and students could utilize flexibility to make lessons more context-bounded (Garcia & Flores, 2013).

The most recent bilingual education programme, dynamic bi/plurilingual program introduced by Garcia and Kleifgen (2010), use of languages are not controlled as in second language instruction and traditional bilingual-monoglossic pedagogies, rather students are enabled to utilise their autonomy and manage their interactions during the learning process. Translanguaging and integration of different ethno-linguistic groups are the two main targets, yet, unlike code-switching practices, learning process is thoroughly planned, languages are not separated, communication and interlocutors are the fundamental actors where students share their cultures and linguistic repertoires to communicate.

2.5.1 Dynamic Plurilingual Pedagogy and Pedagogical Principles

According to Garcia & Flores (2013), social justice and social practice are prominent for developing multilingual pedagogies. Languages are spoken by different social groups which forces multilingual pedagogies to be “critical” in nature so that they can reinforce students’ critical thinking skills and awareness to combat inequities. Accordingly, social justice includes the following:

- equity for students, languages, cultures, and a democratic classroom where there is equal opportunity for everyone to participate
- development of multilingual awareness and tolerance among students by making sure that students use their languages in classroom
- encouraging hard working and taking risks regardless of students’ abilities
- ensuring valid assessments against those standardized for monolingual individuals.

On the other hand, social practice, where students construct their learning in social contexts (Vygotsky, 1978), covers the following:

- supporting ideas to be shared and fostering dialogues for further understanding

- focusing on disciplinary and academic language and how lexical and syntactic items are used to form written and spoken texts

- building collaborative grouping and cooperative learning

- relating curriculum content to students' experiences to create high relevance of lessons with real life situations.

Provided that these are the key concepts of multilingual pedagogies, it could be concluded that the basis lies on the notion that students best learn when they are cognitively challenged, yet supported with enough scaffolding in terms of linguistic repertoire. In a study where successful dynamic plurilingual programs in the United States was investigated, the principles under the success was noted as “heterogeneity, learner-centeredness, collaboration, language and content integration, experiential learning and local autonomy as well as responsibility” (Garcia & Sylvan, 2011, p.393).

Multilingualism as a single, complex and dynamic “multilingual repertoire” (Hall, 2019; Busch, 2012) has recently been redefined as an extensive expertise in multiple languages, sociolinguistic skills and metalinguistic processes, (Cummins 2009; Saxena and Martin-Jones 2013) in contrast to the assumption of as separate bodies of knowledge bounded by rigid rules (Cummins 2008: 65). Current theories based on superdiversity define multilingualism as “multilinguality” (Agnihotri 2014), a natural phenomenon and cognitive processing of languages in the brain, and a tool to structure pedagogies where linguistic repertoires are intertwined but not separate entities in the brain as well as in social behaviour (Cenoz and Gorter 2011, 2014). Multilingual pedagogies should separately and equally value

the multilinguality of each and every child in the classroom. From this perspective “every learner matters and matters equally” (UNESCO 2017: 12-13), which leads us to see individual differences not as problems to be fixed, but as opportunities for democratizing and enriching learning to “make sure that the multilinguality of every child becomes a part of the pedagogical process” (Agnihotri 2014: 365).

Some heteroglossic ideologies have emanated with the shifting associated with globalization. Plurilingualism, for example, which is promoted highly in the European Union, (UNESCO 2007)”, utilizes heteroglossic language ideologies to conceptualize plurilingualism as a single complex competence in contrast to mastery over distinct languages” (Flores and Beardsmore 2015: 214). These pluralistic programs underline “plurilinguistic repertoire” (Council of Europe 2018: 18) and the effectiveness of utilizing the most of linguistic repertoires the students master and creating suitable spaces for them to help them exhaust their linguistic diversity where the role of the teacher in how to address the needs of children from a wide range of cultural and social backgrounds are revisited and reshaped (Banks & Banks 2013; 2008, 2004; Banks 1993; Alismail 2016).

Moreover, according to Garcia and Flores (2013), languages are spoken by different social groups which forces multilingual pedagogies to be “critical” in nature and challenge the “monolingual mindset” (French 2019) a reaction against the conservational perspectives of teaching languages relying on the isolation of the target language and the reference to the ideal monolingual speaker (Cenoz and Gorter 2013; Cummins 2017). Especially the emergence of multiple identities and cultures brought into classrooms by MRS including gender, religion, ethnicity, and transnationalism, concepts such as diversity and multicultural education should

therefore be revisited and reshaped. (Banks 2004; Alismail 2016) can reinforce students' critical thinking skills and awareness to combat inequities where social justice subsumes: (1) a democratic classroom, (2) development of multilingual awareness and tolerance by fostering the use mother-tongue in classroom, and (3) ensuring valid assessments against those standardized for monolingual individuals. Such a pluralist approach should not solely mean teaching an additive language to students but recognising and valuing the multilingual nature of societies, schools and classrooms (Haukas, 2015).

However, real life is much more complicated than all majestic theories and probable variables may emerge in any educational setting that cannot be predicted. Teachers' agency can effectively dismantle linguistic discrimination and undo the English-centric monolingualism (Manan 2020). However, when the teachers are not able to use their agency to combat language subordination and "deterritorialize" (Ruecker, 2017) language literacies against sophisticated imperialist white supremacy, any pedagogical approach would act as an indispensable catalyst for further marketisation of "Englishisation" (Coleman 2006: 4). Consequently, students would easily be marginalized due to their subordinate status, which is the case for multilingual students in many educational settings requiring teachers to relinquish traditional expectations of classroom control (Slembrouck Van Avermaet and Van Gorp 2018: 19).

2.5.2 Mother-tongue-based Multilingual Education

The world was believed to have around 6000-7000 languages, 300 of which were spoken widely by 90% of the people worldwide (UNESCO; 2005) and 50% of these languages were named as endangered languages since then. The number of the languages threatened by the monolithic, global lingua francas keeps increasing in

number and most of the endangered languages are found in the Asia-Pacific region (Mbaleka, 2014, p. 2). Once people realized that it was not only languages dying, but the huge cultural, historical, ethnic diversity behind them was also disappearing, first steps were taken at macro-level in governmental institutions to make linguistic reforms.

Breton language movement in France and Basque movement in Spain were two distinctive turning points of our age in terms of linguistic reforms. Our world is now known as a multilingual habitat and a last few places which could preserve its monochrome structure seem to fail their struggle against the multilingual inheritance of the world due to the inevitable reestablishment of their demographic profile caused by migration, and political and economic crises. As globalization, mobility and migration grows and their impact accrue, concepts such as culture, linguistic diversity and identity gains more and more meaning and value as well. Languages reflect identities and therefore nations acknowledge them as a prosperity to preserve, protect and convey to future generations. Hence, language of education or language of instruction is of utmost significance among others for advocating multilingualism and linguistic diversity, ethno-linguistic pluralism and multiculturalism.

The recognition of several endangered languages led to new major concepts such as “first language first”, and “mother-tongue based education” (MTBE) (UNESCO, 2005). UNESCO (2003) identified the language of instruction as the “language used for teaching the basic curriculum of the educational system.” The language of instruction is a matter of politics most of the time where educational policy might recommend the use of one language (the official or majority language) or local languages (vernaculars) which is different from the official language. This issue is at the heart of all educational strategies since it determines the quality of

education provided to learners. In places where the language of instruction is the national or majority language, the speakers of local languages are deemed as disadvantaged in the system.

According to UNESCO's "Education for All" policy, everyone has the right to quality education, "preferably in their own mother tongue". This should especially be applied in contexts where indigenous groups try to learn to read and write in national education programmes, the official language of which is often the majority language. Since they try to get literacy in a language totally new to them, they face up with a huge challenge, which ends up with a higher level of illiteracy, dropouts, poverty and undesirable life in minority groups (UNESCO, 2003, 2005, 2007). Therefore, indigenous languages have been promoted by UNESCO to enhance the literacy skills at an early age in spite of some conflicting findings of MTBE on learning in language learning, second language learning and learning at different levels in general (Burton, 2013) and some difficulties encountered such as the shortage of educational materials in the language, a lack of appropriately trained teachers and resistance to schooling in the mother tongue by students, parents and teachers.

As the Eurydice Report (2019) suggests, 13 top-level education systems across Europe have regulations and recommendations on the provision of home language tuition in school. However, this is rarely a right and even when it is, certain conditions do apply. In education systems where no regulations apply, teachers are expected to use mother-tongue of students to enhance their proficiency level in the language of instruction. Home language teachers come from abroad or are born and educated in the country where they teach. These people might be first or second generation migrants who come from abroad or might be first or second generation migrants who were educated and trained in Europe (Eurodice, 2019).

Mother-tongue based education and mother-tongue education for MRS in education for Northern Cyprus context is also an issue discussed in this study due to the challenges faced especially by MRS to get a place in the education system of Northern Cyprus due to a regular and a relatively heavy, uncontrolled immigration. As demographic changes in the Northern Cyprus have significantly increased, the cultural diversity of student populations in public as well as private schools boosted; many urban districts, for example, are already “majority or minority” districts and multicultural policies and practices have become crucial as well as quarrelsome issues which will be further studied in Chapter 2.

2.6 Critical Multiculturalism, Curriculum and Pedagogy

Apart from ensuring social justice and social equity, multicultural education should have other vital functions such as to (1) promote civic good, (2) right the historical record, (3) increase self-esteem of non-mainstream students, (4) increase diversified student exposure, (5) reserve minority group culture, (6) foster children’s autonomy, (7) enable students to succeed economically in an integrated, multicultural world (Levinson, 2009).

Banks (1994) discusses different approaches about how to integrate ethnic and racial content into school curriculum which are 1) contributions, 2) additive, 3) transformative and 4) social action. Equal opportunity, social justice and critical thinking were intended to be translated into multicultural curriculum and pedagogy programmes for schools through these four approaches. The contributions approach underlines minority groups’ contributions to greater society just like conservative and liberal multiculturalism frameworks, which emphasizes the creation of equal opportunities and respects diversity, but at the same time claims that because equal opportunity does not exist in most societies, natural equality can not exist either. In

other words, although liberal multiculturalism advocates democracy, it is not transformative since barriers against equality are not addressed. Contributions approach does not address issues such as oppression, victimization, racism, inequality and discriminations and therefore cannot eliminate stereotypes and misconceptions (Banks, 1988).

The additive approach, on the other hand, refers to school curricula that different ethnic heritage themes and perspectives are used but does not encourage learners to understand society from diverse ethnic perspectives (Bank, 1988). Therefore, both contributions and additive approaches underline additional information about minority groups into curriculum but do not reinforce democracy and critical thinking. Transformative approach, in contrary, emphasizes recognition of diversity by changing the internal structure of curricula so that ethnic, cultural and racial elements of minority groups can be integrated. Therefore, through helping students to study the underlying assumptions of dominant groups, transformative approach promotes critical thinking (Banks, 1988). The social action approach differs from the previous three perspectives with its emphasis on initiating social change through action. In other words, this perspective allows learners to actively get involved in groups to practice equality and democracy and combat discrimination in schools and society.

2.7 Migration and Teachers' Critical Multilingual Awareness in Multilingual Education

An unprecedented influx of immigrants and refugees which has continuously been unsettling the status quo in various areas of life has forced us to review our value of perspectives, democracy and “prevention of prejudices, stereotypes and

discrimination” (UNESCO 2018: 93). People migrate due to various factors (Browne 2017; Bunar 2019; Castelli 2018; UNESCO 2019) and the languages they have access to in the country they arrive play a momentous role on their way to integration. Socio-cultural, humanistic perceptions and digital technology obviously call for “reappraisals for language provision and effective ways of learning languages, in alignment with evolving circumstances and needs.” (Kukulska-Hulme 2019: 1) where a multilingual and multicultural education, also viewed as a way of teaching, should promote principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection (Banks 2001; Banks 2004).

Multilingual education requires multilingually aware teachers who should promote learners to use their multilingual repertoires at home and in school where pluralistic pedagogies and translanguaging become a pedagogical resource (Hélot et al., 2018:8) emphasizing “the use of original and complex interrelated discursive practices” (García and Li Wei 2014: 22). Multilingual awareness (MLA) “necessitates a stronger awareness of the political, economic, ideological, and social issues at stake in the field of linguistic diversity and its management” (Melo- Pfeifer 2015), other descriptions of which also refer to “the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (Carter 2003: 64) and “a heterogeneous concept, comprising six components: affective, social, power, cognitive, pragmatic, and performance” (Garrett and James 2000: 330), the aim of which is to develop “autonomous language learners and critical citizens” (Garrett and James 2000; Hawkins 1999).

Taking these descriptions one step further, García (2008: 387) argues that multilingual awareness (MLA) also possesses “a critical dimension and introduces

the term Critical Multilingual Language Awareness (CMLA), which refers to the awareness and assessment of the power relationships observed in education and society”. Looking through such a critical lens, multilingual awareness and skills have been conceptualised as the ability to “concentrate on multiple languages and to reflect and contrast aspects of languages at all levels, from the linguistic to the sociocultural and pragmatic ones” (Jessner and Allgäuer-Hackl 2020: 69-70). Although these approaches do not require teachers to know and use students’ languages (Sierens and Van Avermaet 2014), other challenges such as the reproduction of the monolingual mindset in teacher education and curriculum design still may limit teachers’ skills and confidence in initiating and implementing multilingual pedagogies (Coleman 2012). Defining language awareness as an “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (ALA home page), teacher education should develop teachers’ sensitivity to language turning them into a “linguistic radar” (Wright 2002) where MLA empowers teachers with multilingual populations to become language and social activists to eliminate undemocratic excluding and discriminating practices.

2.8 Why Is The Development of a Scale on Teachers’ Awareness a Prerequisite?

Especially in terms of migration and multilingual contexts, a comprehensive understanding of critical multilingual awareness from teachers’ perspective means providing learners with the languages and language skills that they need at home as well as hosting countries (King 2018) through inclusion in education to eliminate any act of segregation, marginalisation or exclusion (Bradley et al. 2017; Kukulska-

Hulme et al. 2015) in classroom, especially at a very early stage soon after their arrival at the host country which is the case in many countries where education policies for mobile populations are still in progress, an example of which could be found in Northern Cyprus (Author 1 and Author 2 2020, forthcoming). Even if sustainable policy making might guarantee or ensure equal opportunities and rights in education for all learners on paper, without teachers with high awareness levels, practical as well as theoretical knowledge in the field, no law or regulation is capable of ameliorating the existing segregationist conditions in education.

Moreover, as previous research also suggested (De Angelis 2011; Ellis 2004; Haukås 2015; Otwinowska & De Angelis 2014; Otwinowska 2017), an extended model of teachers' plurilingual awareness including metalinguistic, psycholinguistic and sociolinguistic awareness is a must since teachers' multilingualism underlies their plurilingual awareness and readiness to comply with multilingual approaches to teaching. A scale measuring pre- and in-service teachers level of awareness on multilingualism with a comprehensive understanding of all its underlying factors such as political, financial, social, parental, cognitive and affective factors in education is therefore a prerequisite as a terminus a quo. This current study is therefore the first step towards creating such an assessment tool for teacher education programmes and policy-makers for the sake of laying solid foundations of an integrated language policy in multilingual and multicultural contact zones.

2.9 Multilingualism, Metropolis, Race, Marginalisation and Empowerment

Thanks to globalization we have diverse languages, cultures and ethnic roots interacting with each other the inevitable outcome of which is naturally

multilingualism and multiculturalism. This interaction brings advantages as well as disadvantages in world's urban areas since languages become not only a tool to communicate but turn into cultural symbols, social, political and ethnic markers. A main reason for this might be that languages as ethos reflect identities and some identities are always more prestigious in society than others.

To be more clear, English as a property of the Empire, whiteness and prestige has long encouraged the empowerment of the language of colonialism and discrimination where teachers become the servants and bureaucrats for the empire and creates a series of harmful consequences for learners at school (Motha, 2014) and society at a larger scale as well which is best reflected at schools through presentation of a number of foreign language options for students to choose in addition to English as the obligatory second language. These optional foreign language courses are planned and determined by school administrations and Ministries, most of the time based on political stances. In other words, these languages achieve legitimacy since they are attributed to discrimination and race as the national languages of powerful European countries, which have gained their financial growth and cultural dissemination fundamentally through colonial movements. Likewise, an unquestioned legitimacy is attributed to Whiteness and the mainstream English which is perceived to be more legitimate than speakers of English spoken by non-native English speakers (NNESs). Therefore, one easily concludes that responses to accentedness and language variety are strongly “racialized” (Motha, 2014 p.155-116) and related to colonialism.

Nevertheless, English no longer belongs to the empire as a symbol of power and race due to the paradigm shifts multilingualism has brought along. English has become “deterritorialized” and is being used as official language in nearly 60

countries in the world (Motha, 2014). The shifts are from English as a possession of England to English as a possession of many countries; from an emphasis on nativeness in English to the use of English as lingua franca of a second language; from English conceptualized with its native speakers to English reshaped by its users; from English as the one-and-only standard to the acceptance of it as World Englishes, from English as a tool for the maintenance and dissemination of the Anglo-Saxon culture to English as a common property of many different cultures. English is still at the high core of many domains such as higher education and economy in various countries which could possibly led to an increased shift to English in all domains, which is surprisingly not the case. Research reveals that mother tongues in the intimate domains are strongly revitalizing and multilingualism is growing as the norm in new shared spaces (Dyers, 2008).

Multilinguality in Cyprus has become even more complex with the intensive immigration from the Middle East since people are coming with their own languages and cultures, figures of which will be provided under “Results” section in this study. Now, people from 32 different countries are living as citizens on the island, Turkish and Greek are the official languages on the northern and southern sides with the Standard Modern Greek and Standard Turkish being used for official purposes while English is related to intelligence and higher education. All other minority languages are easily open to distinction which will be further discussed in Chapter 2.

2.9.1 Marginalization and Critical Race Theory

Multiculturalism acknowledges diversity among racial and ethnic groups by viewing them existing on the same level of power and overlooking race and institutional racism that are the basis of inequality between groups in all social strata and social domains. Informed by Critical Race Theory (CRT), multiculturalism was a

significant element in challenging assimilation, and anti-racist pedagogy, another aspect of CRT, emphasizes more in-depth analysis of structural racism, power relations, and social justice (Kishimoto, 2016).

ACTFL (2019) also states the significance of “equal access to world language study and equitable opportunities for all individuals to develop linguistic and cultural competence and pedagogical knowledge”. Accordingly, people should not experience marginalization due to their attributions such as age, gender, identity, belief system, expression, sexual orientation, language identity, ethnicity, race disability status, national origin, socio-economic status, and any other conspicuous or nonconspicuous attributions.

2.9.2 Diversity

International, multidisciplinary scholarly work on the benefits of foreign language study and multilingualism provide a compelling argument for the prominence of language study and multilingualism in our increasingly interconnected world (Fox, Corretjer and Webb, 2019). Moreover, education has gradually become a territory of diversity where diversity represents a challenge and an opportunity for education. It is a challenge because policymakers and educators need to secure common shared physical spaces for disadvantaged minorities and also an opportunity because a society of diversity is likely to achieve prosperity, economic growth and social development. Therefore, based on the notion of turning diversity into an opportunity, multicultural education should be built on specific objectives.

Furthermore, multicultural education based on diversity encompasses many important dimensions practicing educators can use to incorporate culture in classrooms: (1) Content Integration, (2) Knowledge construction, (3) Prejudice Diminution (4) Empowering School Culture and (5) Equity Pedagogy (Banks, 2013).

Overall, peculiarly content integration and knowledge construction require teachers to be multiculturally and multilingually aware and respond to relevant situations accordingly (Ziegler, 2013; Mlinar, 2018) whereas empowering school culture and prejudice reduction acknowledge recognizing students' awareness and attitudes towards the school climate.

2.9.3 Integration

Multicultural education can also affect the way students perceive themselves and is concerned with the contribution of students towards effective social action (Lobb, 2012). Accordingly, international literature on the education of newly-arrived MRS has increased recently and most of them focus on the challenges migrants face in the destination countries (Dolan & Sherlock, 2010; Sidhu & Taylor 2007, Taylor 2008). Researchers in Europe as well as policy-makers mostly connected their work on organisational models for education with “integration” which has been used, from the 1980's onwards, linked to discourses, policies and efforts for asylum-seekers, refugees or immigrants to share equal life opportunities. The concept of integration encompasses components inside of school – teachers, trainers and MRS- as well as outside of schools – parents, non-profit governmental organisations (NGOs), policy-makers, social partner organisations and community organisations (European Commission, 2017; 2019), the objectives of which are mainly to guide newly-arrived refugees in education and to combat any possible inequalities so that in the long run, they will not be disadvantaged due to their migrant backgrounds.

2.9.4 Inclusion

Inclusion, on the other hand, has roots from special pedagogy and ideal educational models for children with special needs (Gudjonsdottir and Óskarsdóttir, 2016) which lead to discussions on separate special schools and immersion in

mainstream schools and classes trying to decide which suits best for an inclusive education for disadvantaged students. Inclusion refers to eliminating barriers (Watkins, 2017) and its significance for school success of MRS was underscored in related research and international policy recommendations (European Commission 2017; UNESCO, 2018). Overall, integration and inclusion are intertwined and overlapping phenomena which have reformed the most recent organisational models and policy solutions.

2.10 Anti-racist Pedagogies and Teacher Training

Anti-racist pedagogy refers to a mixture of Multicultural Education and Critical Pedagogy and addresses to ideologies such as race, ethnicity, power and class (Blakeney, 2005). It was a reaction to the social oppressions and inability of current social theories to eliminate oppression which is a goal of Critical Theory. The fundamental objective of anti-racist pedagogy is eliminating racism in society through promoting diversity, respect, social justice, acceptance, and in public education, democratic citizenry if needed (Blakeney, 2005). The promotion of these notions is especially significant since the demographics of classroom today are more diverse than ever and ignoring any problems occurring as a result of concurrent existence of multiple cultures in classroom would lead to clashes.

In order to ensure an equal environment for all students, teachers should be expected to prepare students for a global society, learn, use and appreciate different languages and characteristics of different cultures and protect their existence, ensure that all learners are valued and respected and have solid, equal opportunities, and reinforce the protection and maintenance of minority languages (Krummel, 2013; Gorski, 2009). Students, on the other hand, need to express themselves clearly and fully, share their feelings, ideas and beliefs continuously so that what teachers and

policy makers do will become meaningful and realistic. In other words, insights into students' worlds turn into the primary source of data for the process of composition of an anti-racist, equity pedagogy for a contemporary education. However, as stated by Brandt (1986), a multicultural and antiracist perspective in educational terms is constitutionally controversial in a society where growing up white, middle class and male is an obvious privilege and growing up poor, or male or female of colour is a clear indicator of oppression and disadvantage.

This means professional development must be the key concept for all educators to successfully implement an anti-racist and equity pedagogy for all. As Blakeney (2015) suggested, teachers' lack of foundation related to Critical Theory and misapplication of its theoretical principles would lead to relatively insufficient practice in class. For this reason, praxis should be prominent, professional development should mean a comprehensive training in the history of racism and development of racial identity and appropriate methods of teaching. As Carter and Goodwin (1994) assert, teachers first should know about their own racial identity before they can reshape their beliefs, assumptions and conceptions and therefore claim that the integration of racial identity theory in the curriculum of preservice teachers is of great importance.

Once again, it is obvious that we cannot rely on monolingual programmes due to the need for plurilingual pedagogies equipped with innovative methods created through teacher experiences and skills which would require a high degree of flexibility in terms of curricular arrangements (Garcia & Flores, 2013). To what extent teachers are ready to apply such flexibility or have the experience needed to master 21st century classrooms is a question for the teacher training programmes.

According to research, suggest that teachers need to learn more about how to practice multiculturalism in classroom, teacher training programmes should appropriately teach student teachers cultural sensitivity, multicultural methods taught in teacher training courses should be practiced in new teachers' classrooms and partnership between universities and schools should be enhanced to support teachers' knowledge about multicultural curricula (Krummel, 2013; Gorski, 2009; Sharma, 2005; Sleeter, 2005; Krummel, 2013)

A report on educational policies in Luxembourg and the challenges of multilingual school practices for subject teachers (Hansen-Pauly) suggested that in teacher education, relating general theories of learning such as socio-constructivist theories and methodological approaches such as task-based learning, cooperative learning and problem-based learning would be useful to ensure training for language-sensitive teaching. According to the study, scaffolding, planning the learning process, language use in group work, portfolio approach, literacy development, translation-mediation and translanguaging activities, multimodal approaches for comprehension and use of L1 to facilitate learning are some of the critical aspects underlying teacher training. As the research suggested, student teachers should learn to create evaluation grids for feedback or provide elements of multilingual support for material development.

Linguistic diversity or heterogeneity of classes may be the first and foremost challenge the teachers will face up with since language skills of students will greatly vary depending on the age, individual learning styles, skills and purposes of the course. To raise awareness, the study suggested visits to international schools to encounter with other educational and cultural communities, which is a valuable

opportunity for practitioners to observe academic staff and reflect on their own practices in their own environment.

Moreover, multicultural education encompasses many important dimensions which practicing educators can use as a way to incorporate culture in their classrooms and avoid any racist practices. These five dimensions are: (1) Content Integration, which refers to the examples and content teachers utilise from a variety of cultures in their teaching practices (2) Knowledge construction, which refers to implicit cultural assumptions, perspectives, frames of reference, and biases within a discipline and how these affect student's understanding and interpretation of the ways in which knowledge is constructed, (3) Empowering School Culture, which focuses on grouping and labelling practices, sports participation, disproportionality in achievement, and the dialogue between the staff and the students across ethnic and racial attributes, (4) Equity Pedagogy, which is about ensuring the academic achievement of students from diverse racial, cultural, gender, and social-class groups based on teachers' modification of teaching practices and strategies, (5) Prejudice Reduction, which is about modifying teaching materials and methods to investigate and prevent students' racial attitudes and (Banks, 2014, pg.19).

Overall, especially content integration and knowledge construction requires teachers to be multiculturally and multilingual aware and respond to relevant situations accordingly to promote learning (Ziegler, 2013; Cenoz, Gorter & May, 2017; Mlinar, 2018). Furthermore, empowering school culture and prejudice reduction as mentioned above requires recognizing students' awareness and attitudes towards the school climate. Multicultural education can affect the way students perceive themselves and is also concerned with the contribution of students towards effective social action.

For example, among some studies focusing on multilingual education courses for teacher preparation programmes (Trent, Kea & Oh, 2008; Pittman, 2009) some students stated that their multicultural self-awareness grew and felt supported in their growth after taking a multicultural education course aimed to see if their self-awareness has increased (M, Lobb, 2012). They also felt their cultural competency improved. Therefore, multicultural education plays a huge role in the way students perceive themselves and others, but there is a scarcity of investigation on the concept since multicultural pedagogies are novice and have to be updated.

2.11 Internationalism Lens: Pluralist Pedagogies or Pedagogical Pluralism?

Internationalism in education could be interpreted as a normative view of teaching based on the recognition of the benefits of globalization, cooperation at all societal levels, peace and prosperity for all partners equally, human rights and democratic humanism. In terms of curricula and curriculum design, the same concept includes a pluralist recognition of the existence of many disciplines and traditions of teaching and the implementation of teaching processes which give equal voice to all involved and a rational, democratic approach to solving problems. With regard to FLT, two elements are critical for an internationalism-oriented educational perspective where the first element is to develop the readiness to accept and respect people from other language and culture communities and contribute to peace education whereas the second element is the emphasis on humanistic values, understanding others, critical reflection on one's self and country, active citizenship and participation in democratic processes (Byram, 2018).

Internationalism refers mainly to esteeming and cherishing other countries in the world and their cultural, social, historical identities. Therefore, the internationalist approach to the practice of international education is “founded upon international relations, with aspirations for the promotion of peace and understanding between nations” (Cambridge & Thompson, 2010). Accordingly, the fundamental objective of FLT is to teach students about international cultures and languages and therefore become “international”, but is it therewithal and necessarily “internationalist”?

Internationalist approach in education celebrates cultural diversity and international-minded outlook, highlights the moral development of the individual and recognizes the importance of service to the community and the development of a sense of global citizenship through a progressive existential and experiential educational philosophy (Cambridge and Thompson, 2010). Although globalisation led to the introduction of global issues into curricula through internationalism, national systems didn't necessarily become internationalist since they still serve national objectives.

Global competence, “global citizenship”, “sense of belonging” (UNESCO, 2014) and “active citizenship” (Byram, 2018) are some concepts based on internationalist approach which prove that characteristics of internationalism now appear even stronger than before in FLT policy documents. FLT by its nature is the most “self-reactive” subject in the curricula to teach learners how to identify with an internationalist character and there is evidence in literature that work on an internationalist interpretation of education for intercultural and global citizenship has yielded realistic outcomes for FLT (Byram, et al. 2017; Byram, 2018).

Similarly, pluralism feeds from internationalism and argues for participatory pedagogies promoting community involvement, social and moral responsibility and common sense (Global Centre for Pluralism, 2019) through intercultural competence. Multilingual and multicultural pedagogies are examples of pluralist perspectives based on internationalism. Yet, internationalism isn't the sole possible approach to FLT since parameters and paradigms are context-bounded where plural approaches may yield best outcomes instead of one. At this point, pedagogical pluralism may subrogate pluralist pedagogies where a combination of many would be the remedy.

Chapter 3

METHODOLOGY

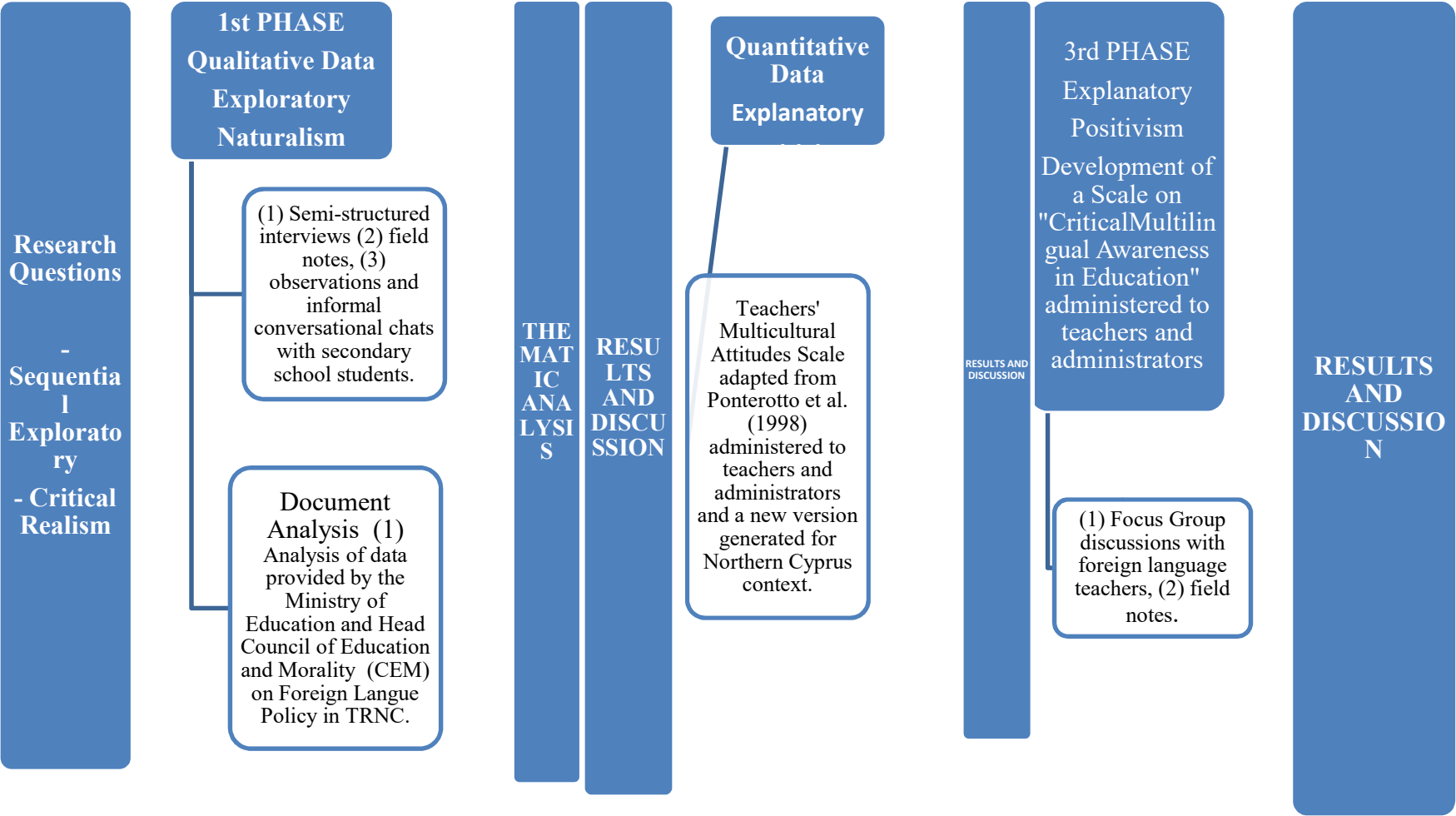
This chapter will point out the research methodology and research design of this study, (2) explain the sample selection, (3) describe the procedure utilised in instrumentation design and collecting the data, and (4) provide an explanation of the statistical analysis procedures used to report and interpret the collected data.

This study utilizes a mixed methods triangulation research design based on the multilevel model where critical realism lays the foundation of the philosophical background and both qualitative and quantitative data collection methods are utilized to 1) obtain in-depth understanding of the problem, 2) feed the quantitative part with the resources of the qualitative part, 3) achieve a better depth and breadth in terms of the quality of data gathered with the help of both data collection methods and 4) the research questions required would best be answered through different lenses such as Critical Theory, Critical Realism, Naturalism and Positivism as well to be able to provide a complete overview of the status quo.

3.1 Research Design

The mixed methods triangulation design- multilevel model consists of three distinct phases which is what Tashakkori and Teddlie (1998) referred to as “multilevel research” (p. 48). In a multilevel model (Figure 3.1), different methods (quantitative and qualitative) are used to address different levels within a system. The findings from each level are merged together into one overall interpretation. This

Table 3.1. Research design



study was based on three sections- a qualitative section sequentially followed by two quantitative sections (See Table 3.1).

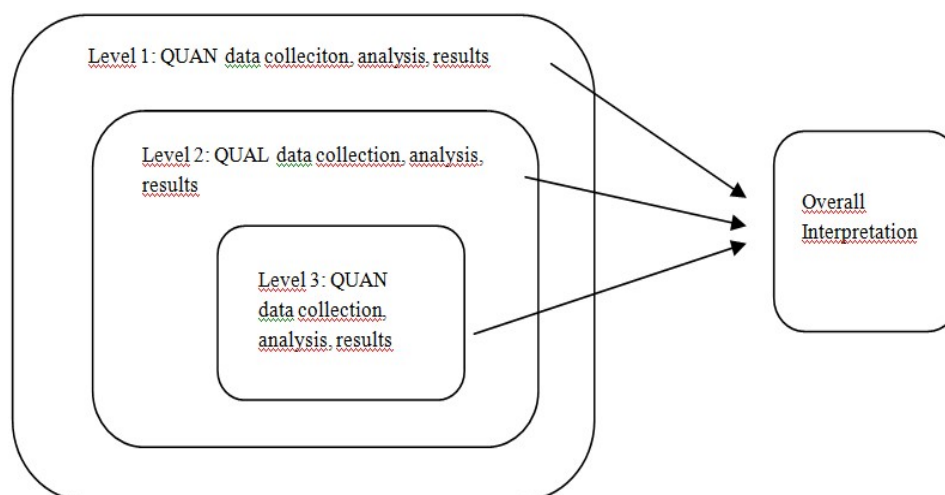


Figure 3.1. Triangulation design: multilevel model (Adapted from Creswell, 2006)

The exploratory qualitative part was handled as the phase to generate the fundamental concepts and theory from MRS and the MoE while the quantitative data were sequentially gathered from FLT's to build on the findings provided by the qualitative phase and thus create a multidimensional lens for the researcher. This model was deemed to be the most appropriate method because 1) the research questions in hand required to be answered by both types of data so that rigorous and rich data could be reached, 2) the problem has not been explored before in the literature (Creswell, 2008, p.460) and this is going to be first study to be conducted in this field in Northern Cyprus context, and 3) results from the explanatory section could be enhanced with results from the exploratory section and vice versa. Conceptually, the data from the MRS and the adopted version of TMA were employed to develop a brand new scale on FLT's CMLA in education since both data provided crucial insights regarding the state policies, learners' perceptions and

FLT' multicultural awareness all of which are different dimensions or elements of a prospective pluralistic pedagogical approach in the country. Therefore, a mixed-method design was used and exploratory section was given more emphasis due to the nature of the research questions which required an in-depth investigation.

3.1.2 Mixed-methods design – Sequential Triangulation – Multilevel Model

In general terms, quantitative research involves the collection and analysis of numerical data, while qualitative research considers descriptive or experiential data (Hayes et al., 2013). The term 'mixed methods research' is widely accepted to refer to research that integrates both qualitative and quantitative data within a single body of research (Wisdom et al., 2012, Creswell and Plano Clark, 2011). A key aspect of the definition of mixed methods research is the combination of the qualitative and quantitative components within the study (Halcomb & Hickman, 2015; Maudsley, 2011) where "mixed" refers to the process and the qualitative and quantitative elements are interlinked to generate a more in-depth recognition of the research problem (Glogowska, 2011, Zhang and Creswell, 2013). This integration can occur at any stage of the research process, but is vital for the rigor of a mixed methods research design (Glogowska, 2011). In this study, sequential triangulation mixed-methods design- multilevel model (Creswell & Clark, 2003) was deemed the most suitable type of mixed-methods design where qualitative data fed the quantitative sections and at the same time were preferably equal in value in terms of the significance of the data collected. Mixing or stage of integrations occurred at the interpretation stage where the notation was "QUAL + QUAN → QUAN". The researcher converged two types of data (Creswell et al., 2003) at the final overall interpretation stage.

3.1.3 Rationale Behind the Mixed-method Design

Mixed-method design was considered to be the most appropriate methodological approach for this study mainly because the research questions could be answered more successfully and comprehensively through both data collection types than through any other single method. Research problems appropriate for mixed methods designs are those in which multiple perspectives of the research problem will provide a more comprehensive and in-depth understanding (research questions and data collection methods used are listed in detail on Table 3.7) than could be obtained from a single perspective (Halcomb and Hickman, 2015). Some of the reasons for using mixed methods research design are 1) corroboration, complementarity, development, initiation and expansion (Bryman, 2006; Wisdom et al., 2012) and the nature of the research questions in hand requires the researcher to 1) use the results of one method to contribute to the findings of the other, 2) use one method to clarify the other, and first and foremost 3) use the results of one method to improve the other especially regarding the instrument development where the qualitative part is employed to design a quantitative instrument and sequentially this instrument is tested. One of the main objectives of this research was to design a scale on multilingual awareness which was based upon the data coming from the qualitative section and therefore the development component of mixed-method design was vital for the process of designing this instrument.

3.1.4 Philosophical Approach

According to Creswell and Plano Clark (2011), different philosophical approaches can be used for a mixed methods research design based on the objectives of the researcher and the study itself. These are pragmatism, transformative approach or critical realism (Creswell and Plano Clark, 2011, Maudsley, 2011, Walsh and

Evans, 2014). Two different worldviews were combined within this research. The researcher considered critical realism, which emphasizes that reality can be best understood when investigated through various perspectives (Creswell and Plano Clark, 2011, Maudsley, 2011), to be the best philosophical approach for the exploratory section of this study since the statement of the problem and research questions required exploration and understanding through naturalistic and multiple perspectives, firstly because they were directly related to human behaviour and secondly because human behaviour (emotions, cognition, feelings, actions) can best be understood through understanding the context of phenomena, by studying underlying reasons, opinions and motivations and exploring behaviour in natural, ordinary routine situations (Hitchcock & Hughes, 2002). The second section which is in contrary explanatory and quantitative in nature adopts a positivist worldview because it is not the details that are under investigation, but empirical evidence is required to support hypotheses instead.

Another crucial aspect of mixed method research design is the sequence of data collection. This research adopted a “multilevel mixed design” (Schoonenboom, 2016) to investigate the different level of analysis. The findings from each level were merged together into one overall interpretation. As both quantitative and qualitative levels have the same weight in the design. Furthermore, regarding the model of mixing, “connection” model was used where one approach is builds upon the findings of the other approach (Zhang and Creswell, 2013) so that the results of the qualitative could shape the reconstruction of the scale in the second/quantitative section.

3.2 Instrumentation, Population and Sample: Section 1- Qualitative Part

3.2.1 Focus Group Discussion

Focus group discussion is a technique where a group of individuals are brought together by the researcher to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction in a nonthreatening environment (Krueger & Casey, 2000; Nyumba et al., 2018). The researcher adopts the role of a “facilitator” or a “moderator” and facilitates or moderates a group discussion between participants (Krueger & Casey, 2000). This technique is used when there is a need to create a debate about a research topic that requires multiple perspectives and the meanings behind these including their experiences, thoughts, misconceptions and beliefs (Hollander, 2004; Liamputtong, 2011).

Furthermore, this method 1) enables the researcher to observe interaction between multiple participants 2) allow participants to agree or disagree with each other so that it provides an insight into how a group think about an issue in terms of beliefs and their experiences and practices, 3) is fruitful for the investigation of social interaction and beliefs, and 4) is less time consuming compared to one-to-one interviews (Hollander, 2004, Krueger, 1994, Morgan, 1988). Therefore focus group discussion was considered to be the most fruitful attempt to collect data particularly for Research Questions 1,2, and 3 since the specific purpose of the researcher was to observe how participants interact with each other and obtain insights into their beliefs and prior experiences. Furthermore, compared to more individual interviews

and surveys, focus group discussion provides an opportunity to explore topics where there is little prior research on the topic (Nyumba et al., 2018), which was another reason for utilising focus group discussions in this study since there exists hardly any previous research on secondary education in TRNC until now.

Regarding data collection, note-taking and participant observation techniques were used because some participants did not accept to be audio or tape recorded. An interview of nearly 60 – 90 minutes took place at libraries and meeting rooms of related schools which were previously been identified together with the participants through email. A list of questions was prepared before each session to guide the discussions. The questions included in the discussion protocol were identified based on literature review and previous data from the qualitative section of this study.

The discussions occurred for five times each lasting for approximately 60-90 minutes since the research suggests that first five to six interviews produced the majority of new data and little new information was gained later on (Morgan et al., 2002). Saturation was defined as the point at which linking concepts of three consecutive focus groups revealed no additional new themes or issues in the codebook as research also suggest three focus groups were enough to identify all of the most prevalent themes within the data set (Guest et al., 2006). The discussion protocol was created by considering previous literature on multilingualism. Main concepts related to the phenomenon such as classroom materials, mother-tongue, state policies and parental involvement were included as topics of discussion. The participants were asked to think and reflect on their previous experience and knowledge on their daily teaching routines with multilingual & multicultural classroom for five minutes and take key notes on their notebooks (Annex 1).

3.2.2 Focus Group Discussions: Population

The ideal size of a focus group for most topics is five to eight participants and small focus groups with four to six participants are becoming increasingly popular because the smaller groups are easier to recruit and more comfortable for participants (Hennink et al., 2019). Seven foreign language teachers (Table 3.2) were identified as participants of the focus group discussions based on voluntariness, foreign language taught and years of experience. In other words, teachers were able to join the discussions voluntarily, they were purposefully chosen from different fields.

Table 3.2. Participant information for focus group discussions

Participant	Gender	Age	School	Foreign Language
Participant A	Female	27	Public School X	English
Participant B	Female	35	Public School X	French
Participant C	Female	32	Public School X	German
Participant D	Female	33	Public School Y	German
Participant E	Male	29	Private School X	English
Participant F	Female	28	Private School X	English
Participant G	Male	42	Public School Z	Greek

(German, English, French and Greek) and years of experience ranged from 3 to 14 years so that the researcher could gather rigorous, rich and diverse data on the issue. Five of these teachers were working as foreign language teachers in two different public schools and the other two were foreign language teachers at a private school, both schools providing education at secondary level. Both private and state schools were included at this stage since the data shows that they are equally densely populated by refugee and migrant students (Statistical Yearbook 2019-2020, MoE). Detailed information about the participants is provided in Table 3.2.

3.2.3 Sampling

“Purposive sampling” means participants are selected based on the characteristics of the population of interest and objectives of research and it has been the most widely used sampling technique as indicated by Morgan (Morgan, 1988; Morgan et al., 1998). Focus group discussion relies on the ability and capacity of participants to provide relevant information. For this reason, participants of focus group discussions were selected via purposive sampling through selectively gathering foreign language teachers working with different languages (German, French, English and Greek) for different periods of time (3- to 14 years) in different state and private schools at secondary level education. Having seven participants who were chosen based on the voluntariness criteria was considered to be acceptable (Krueger & Casey, 2000) and no other participants could be integrated into the discussion due to heavy teaching programmes, daily routine and transportation problems. The venue was decided to be related school’s library or staffroom after daily lesson programme was completed and no one was left around. The rationale behind this was to ensure participants’ familiarity to the setting, their comfort,

eliminate any transportation barriers to the venue and any kind of intervention or distraction during the sessions (Nyumba et al., 2018).

3.2.4 Field Notes

Field notes are the record of observations and now recognized as an essential component of in-depth qualitative research and researchers prefer taking field note to promote the depth and breadth of the data they collect to provide a richer context for analysis in many qualitative research methods (Creswell, 2013). Field notes help researchers to have rigorous data with detailed descriptions regarding the context, especially of interviews and focus group discussions (Phllippi & Lauderdale, 2018).

Moreover, field notes have some essential functions in qualitative research such as to 1) prompt researcher to closely observe environment and interactions, 2) record details about the physical environment and thoughts of the researcher regarding occurrences, 3) support reflection and facilitate primary coding, 4) enhance rigor and avoid bias and 5) inform data analysis (Emerson,, Fretz and Shaw, 2011; Tsai et al, 2016). Moreover, as Philippi & Lauderdale (2017) suggest, field notes in qualitative studies help reader evaluate the study in a larger societal context, providing non-textual information and refreshment of memory particularly in case of interviews and focus groups and these advantages enhances the interpretation of participant meaning. Therefore, field notes were used as a supportive tool in this study for interviews, focus group discussion and classroom observations to increase trustworthiness and identify bias.

3.2.5 Field Notes-Approach

Field notes were gathered by conducting observation as a participant. In other words, these notes were taken by the researcher not only during lessons but also during free-time activities and daily routines such as break times and while travelling

from school to home by school buses with students which were the best times to observe students in their daily lives while they were talking to each other and have informal conversational interviews with them. These were especially of prominence since they could feel more comfortable while they were not at school environment or there were no teachers around.

Generally, short keyword-based notes were taken during interviews and focus group discussion to keep the eye contact with the participants and more detailed notes including critical reflections were taken right after the conversation or observation ended while the memories were still fresh. Field notes were kept as a separate document and then linked to interview, classroom observation and focus group discussion data through the dates and participants names.

3.2.6 Observations

Observation is the systematic description of the events, behaviours, and artefacts of a social setting (Marshall & Rossman, 1989, p. 79). Observations have been often used in social sciences such as sociology and education. Moreover, they help identify and guide relationship with the informants, monitor their interactions, learn more about the setting, and get more idea about which questions should be asked to informants. Additionally, they allow the researcher to see the participant's world in a more detailed way and provide an opportunity to get the non-verbal information the researcher cannot get through interviews because participants were anxious or they found a question inappropriate or difficult to answer. They may be used to triangulate data or verify findings from another data collection tool (Kawulich, 2012). In this study, students who were interviewed (participant information to be found under the title "semi-structured interviews") were observed

in class and outside the class (while field notes were also taken and informal conversational interviews were also conducted outside the classroom).

Through the integration of data from observations, informal conversational interviews and field notes, the researcher tried to triangulate the data and use the insights of one data collection tool to enhance the interpretation of the data coming from another tool. All these information were then combined with focus group discussion with teachers and used to identify the general framework of the items for the generation of a scale at the quantitative section of the study.

3.2.7 Observation Protocol

Non-participant observation was conducted for this part of research to avoid any negative effect on students and the teacher being observed and explained in more detail below. An observation checklist was also prepared prior to the observations to make sure that the researcher checked all points. The primary objective of using observations in this research was to monitor and observe the communication and relations ship among students as well as between the students and the teacher, classroom routines and activities. The observation checklist (Annex 2) included the points indicated below where the researcher could check each item as present or non-present. These items were generated essentially based on the core topics discussed in focus group discussions with the foreign language teachers involved.

A number of steps were taken to minimize the influence of the presence of the researcher on the teacher or students. These included a small talk made by the researcher prior to the start of formal data collection whereby the aim was to make students feel comfortable with the researcher; the use of non-participant observation to make the researcher as inconspicuous as possible in the classroom; and the development of good relationships with both the teacher and students to minimize

the potential stress of being observed. The researcher also avoided any intervention to the teaching process during lessons to eliminate the possibility of being perceived as part of the teaching staff by the students.

3.2.8 Informal Conversational Interviews

Gall, Gall and Borg (2003) characterizes informal conversational interview as unstructured interviewing since there is no predetermined set of questions. Therefore, the questions will arise from the immediate context and the data gathered will vary depending on each person being interviewed. This interview design offers spontaneity, and responsiveness due to the flexibility of questions to guide conversation. Gall, Gall and Borg (2003) state that informal conversational interview means questions are spontaneously generated in the flow of natural interaction, and “occurs as part of ongoing participant observation fieldwork” (p.239). In other words, the questions arise due to the need of further clarifications of personal experiences at a particular moment. In such a setting, no pre-determined questions sets are used, but rather the researcher relies on natural interaction to manage the conversation process as they progress.

This type of interview is considered beneficial because there is no need of structure, and provides flexibility (Turner, 2010) while many researchers claim it is unreliable due to the inconsistency of interview questions (Creswell, 2013). In this study, informal conversational interviews were used to better communicate with the students, get a more detailed understanding of their behaviours or actions while they were being observed, and benefit from the natural flow of interaction since the questions were born out of the flow of the dialogue. Moreover, these conversations were a kind of supplement to the observations and field notes where the integration of all generated the whole picture for the researcher.

3.2.9 Semi-structured Interviews

Interviewing was crucial for a qualitative study of this kind since 1) it provides rigorous data, 2) the language used illustrates a lot of para-linguistic aspects that otherwise would not be possible to gain such as beliefs and perceptions, 3) multi-dimensional data can be collected through contextual information and 4) the data gathered can be analysed in various ways (Newton, 2010). Among other types of interviews, fundamental advantages of semi-structured interviews are listed as 1) loose, flexible structure, 2) information gathered from key informants who have personal experiences, attitudes, perceptions and beliefs, and 3) being iterative in nature (DeJonckheere & Vaughn, 2019). In line with Newton (2010) and DeJonckheere and Vaughn (2019), provided that this study adopted a mixed methods research design and critical realistic approach to accomplish a very detailed understanding of the perceptions of students, awareness, beliefs and conceptions of teachers as well as policy makers in line with the research questions, semi-structured interviewing was considered to be especially suitable to receive the data for this current study.

Moreover, semi-structured interviews 1) enable researcher to collect open-ended data, 2) allow people to express their private thoughts and feelings and 3) provide insight into sensitive issues, which might be a process that requires interpersonal skills and professionalism in terms of confidentiality and establishment of relationships (Newton, 2010). However, this was not considered to be a disadvantage in this case since the researcher was already experienced with interviewing and has been a foreign language teacher for a long time. Moreover, semi-structured interviews were especially preferred for gathering data from students since they are composed of open-ended questions, conducted personally for each participant and

are easy to be controlled by the researcher in line with the cognition and perception capacity of teenager students whereas focus group discussions were more suitable for teachers since adults are better capable of managing conversations in groups and initiating as well as handling discussions.

3.2.10 Semi-structured Interviews- Population

Semi-structured interviews were administered to students as well as the head of the CEM in MoE, TRNC. Student participants were nine secondary school students who were between 11-14 years old. They all come from different countries as indicated below. The rationale behind selecting these participants all from different countries was to obtain richer data regarding their multicultural and multilingual perspectives, conceptions and beliefs related to racist practices in educational contexts. They all possess approximately equal level of linguistic competence in terms of language proficiency as they were all accepted by the institution to be at the pre-intermediate level of English language. The fundamental aim of utilising semi-structured interviews in this part of the study was to unveil students' inner worlds, understand what they think and feel and most important of all, how they perceive to be a part of the multicultural and multilingual environment they have been a part of.

3.2.11 Setting

The study was conducted in three state secondary schools located at the northern part of Cyprus which are directly bound to the General Directorate of Secondary Education at Ministry of Culture and Education and where the general curriculum for secondary education is being followed. These schools were chosen because they had meeting rooms and libraries free for public use until late hours and were in the neighbourhood and therefore easy for the participants to reach. The schools host international students from eleven different countries in total (Russia,

Lebanon, Vietnam, Bangladesh, Philippines, Syria, Zimbabwe, England, Azerbaijan, Turkmenistan, Saudi Arabia). Newly arriving students (who have been on the island since 1-5 years) are asked for previous educational background (sometimes not available) and then are set into the local education system depending on their ages. English, German and Greek (only at a few pilot schools) are provided as optional foreign languages for all students. There exist no segregated or special preparation programme for newly- arrived refugee students and they share common physical spaces with ordinary students through immersion. In other words, they join mainstream classes with no prior foundational training about the culture or language of the destination country.

3.2.12 Sampling

In line with the objectives of this study and similar to the focus group discussion mentioned in detail above,” non-probabilistic purposive sampling method” (Morgan, 1988; Morgan et al., 1998) was used for the semi-structured interviews. In other words, international (migrant or refugee) students from different countries and cultures were purposefully chosen to create a multicultural and multilingual context and to better examine the multicultural pedagogies being conducted in Northern Cyprus.

The participants of this study were 9 secondary school students (4 girls, 5 boys) who were between 11-14 years old and studying at state and private schools. Participant teachers of the focus group discussions and participant students of semi-structured interviews were from different schools in order to ensure confidentiality. Participants both from private and state schools were included to cover different school environments and gather richer and more rigorous data. Additional consideration was that in TRNC, private schools tend to recruit more native-speaking

language teachers due to the tendency of parents to prefer native language teachers for their children at school. They all come from different countries. Codes were given for each participant as a name to ensure the anonymity of their identities (Table 3.3.). Detailed information about the participants is indicated below:

3.2.13 Interview Protocol

Each student was interviewed for approximately 10 minutes and an Arabic- and Turkish speaking bilingual student was also present to help the researcher

Table 3.3. Demographic and linguistic background of participants

Participant	Country of Origin	Gender	Age	Proficiency Level in English (ACTFL)	Proficiency Level in Turkish (ACTFL)	Arrival
L	Russian	Male	12	Novice mid	Novice low	2017
M	Lebanon	Female	14	Novice low	Novice mid	2019
P	Vietnam	Male	12	Novice mid	Novice mid	2018
Q	Bangladesh	Male	13	Novice low	Novice low	2017
R	Philippines	Female	11	Novice mid	Novice low	2016
S	Syria	Male	14	Novice mid	Novice mid	2016
T	Zimbabwe	Female	13	Intermediate low	Novice low	2017
Y	England	Female	11	Intermediate high	Novice high	2016
Z	Azerbaijan	Male	12	Novice mid	Novice high	2018

with the MRS whose language skills were too poor to express themselves clearly. The interview protocol (Annex 3) consisted of two parts and was created based on

the related literature (Castillo-Montoya, 2016; Jacob & Furgerson, 2012). First part included questions about their personal information and second part covered questions about their previous education, life stories, parents and school life experiences.

3.2.14 Document Analysis

Document analysis refers to a systematic review or evaluation of documents to report meanings as an assessment on a topic and is especially applicable to intensive studies producing rich descriptions of a phenomenon (Bowen, 2009). Public records, personal documents and artefacts form the basic types of documents and the data collected through these documents are analyzed through finding, selecting, coding into meaningful themes and categories via thematic analysis (Labuschagne, 2003) which is similar to the processes followed in interview or focus group transcripts. Documents to be analyzed include minutes of meetings, books, diaries, letters, maps or charts, newspaper or journals, summaries, organisational or institutional reports, survey data and different public records among many others (Bowen, 2009).

Document analysis is often used in addition to other data collection methods for triangulation, which refers to “the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic” (Olsen, 2004, p.3). Triangulation is possible through mixing 1) data types to enhance validation or 2) survey data with interviews which is the essential form of triangulation. Particularly mixed method studies include document analysis due to “*its role in methodological and data triangulation, the immense value of documents in case study research, and its usefulness as a stand-alone method for specialised form of qualitative research*” (Bowen, 2009, p.4). Particular advantages of document analysis are: 1) it is efficient and effective, 2) documents are accessible and reliable sources of data, 3) documents

are stable , “non-reactive and “unobtrusive” (2009, p.6) sources which means that they are exempt from any bias which could be caused by researcher’s influence because they remain unchanged and exact with all the details in them and 4) they can be reviewed several times (2009).

In this study, document analysis was used as an additional and supportive method of data collection to gather statistical as well as official information from the National Archive and Library of TRNC and Ministry of Education (different departments included) and European Council to gather official, stable, reliable information about the foreign language policies and regulations applied in TRNC. Document analysis was considered to be the best method in this case because most of the data required was official statistics yearly collected and analysed by the related public institutions and it was the only way to track development and changes back in time retrospectively considering mobile population in TRNC and other information related to this population.

3.2.15 Selected Documents

Three essential sources of information were obtained from the CEM- MoE, considering 1) the home countries of the migrant and refugee students currently being educated within the borders of the TRNC, 2) foreign language policies in secondary level education in TRNC and 3) annual lists of documents on the number, rates and citizenships of students which were presented, analysed and discussed under the “Results and Discussion” section of this part of the study.

Documents to be analysed were selected by considering their credibility, accuracy and representativeness as recommended in literature (Bowen, 2009) and their relatedness to the research questions. Their credibility and accuracy were high since they were officially published data collected by the Ministry of Education and

the data were representative in terms of the population being inquired. Documents, the objectives of which were to inform the citizens (including academicians, teachers, administrators, students, parents and policy makers) were obtained from different departments of the Ministry of Education (MoE) such as the Board of Discipline and Directorate of Secondary Education, National Archive of TRNC, Cypriot Turkish Teachers Union (KTÖS), and Eastern Mediterranean University in Famagusta and picked up in line with the purpose of the study and research problem. In terms of ethical considerations, they were all complete studies with accurate and consistent data gathered by official institutions and no bias could be detected or any document including possible bias in content was excluded from analysis. Accordingly, the documents selected and the resources are indicated in Table 3.4.

3.3. Data Analysis

The first section of this research design, which is qualitative and exploratory in nature, was analysed through “thematic analysis” rather than content analysis since the main objective was to generate qualitative data rather than quantitative. Thematic analysis refers to the “process of identifying patterns or themes with qualitative data” (Magire & Delahunt, 2017). In this study, Braun & Clarke’s (2006) six-step framework will be followed as an approach since it is considered to offer clear and usable framework especially in social sciences where the goal is to identify themes. Data from all data collection tools were analysed through thematic analysis following Braun & Clarke’s (2006) framework and finally, all themes were embedded and interrelated with each other to constitute the items of a scale developed at the second phase of this study which is quantitative and explanatory in nature. The quantitative phase and the development of the scale are described under the title “Quantitative Part- Section 2”.

Latent Themes and Top-Down Analysis

As Braun and Clarke (2006) purport two different levels of themes (semantic and latent), the researcher used “latent level” which refers to looking beyond the explicit or surface meanings of the data and searching for anything beyond what the participants said through interpretation and explanation which is also the reason of triangulating data with other data collection tools. Latent level themes “start to identify or examine the underlying ideas, assumptions, and conceptualisations and ideologies that are theorised as shaping or informing the semantic content of the data

Table 3.4. List of documents for analysis

SOURCE	TITLE OF DOCUMENT
TRNC- Ministry of Education, Directorate General for Secondary Education	1) Study on “Students coming from 3 rd Countries in Secondary Education of TRNC 2018-2019” 2) Turkish Cypriot Education System- 2005
TRNC- Ministry of Education, Board of Education and Discipline	1) Study on “Number & Rate of Students by Citizenship and Districts- 2019-2020” 2) Study on “Number & Rate of Students by Citizenship and Districts- 2018-2019” 3) “2017-2018 Statistical Yearbook” 4) “2016-2017 Statistical Yearbook” 5) 2010-2016 Statistical Yearbooks 6) V. National Education Committee Report (2014) 7) Statistical yearbook 2020-2021

(pg.84). Furthermore, Braun and Clarke (2006) also distinguish between top-down / theoretical thematic analysis (driven by research questions) and bottom-up / inductive thematic analysis (driven by data). Analysis in this research was driven by research questions and therefore top-down / deductive thematic analysis approach was used.

Thematic Analysis - Procedures

As the first step, extracts from semi-structures interviews, observations, field-notes, informal conversational interviews and document analysis were taken and the six-phase guide was followed (Braun & Clarke, 2006). The data from semi-structured interviews was transcribed beforehand. For all data from each data collection tool, the following steps were followed (Table 3.5). The thematic maps designed will be illustrated in detail under the “Results” section of this document.

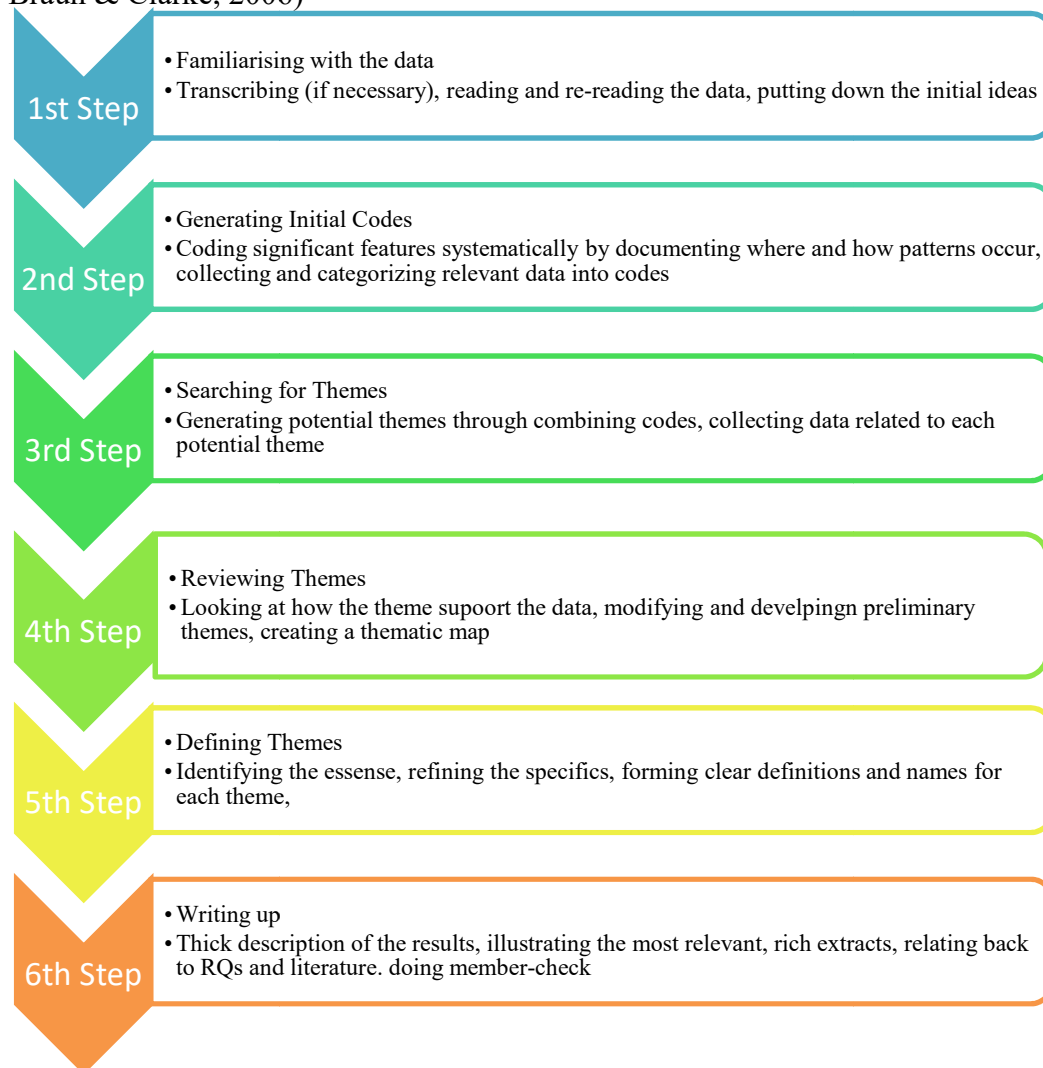
In general terms, first step includes formation of preliminary codes, second step includes comprehensive codes related to research questions (how do data answer the research problem), third step includes a list of preliminary themes which will be further analysed and revisited, fourth step includes a coherent recognition of patterns, how these fit together, fifth step includes a rigorous analysis of themes and how they contribute to the interpretation of data and the final step includes a thick description of the results addressing how particular themes contribute more. Thick description refers to the detailed and robust description of all the data collection processes by making reference to the cultural and social contexts related to the data collection environment and process (Holloway, 1997).

3.4 Trustworthiness and Dependability in Section 1- Qualitative Part

Validity and Reliability must be addressed in all kinds of research during designing, analysing and evaluating the quality of the study (Patton, 2001) because

the fundamentals such as generalizability and credibility of the results depend on these two criteria. In general terms, “quality, rigor and trustworthiness” are used to refer to validity and “dependability” to refer to the notion of “reliability”.

Table 3.5. Summary of the six-step thematic analysis procedures (adapted from Braun & Clarke, 2006)



(Golafashani, 2003; Lincoln & Guba, 1985; Simon, 2011). Reliability and validity refers to “generating understanding” in qualitative research (Stenbacka, 2001, p.551) and in qualitative research paradigm, the corresponding terms of reliability and validity are credibility, neutrality or confirmability, consistency or dependability and

applicability or transferability in terms of the quality of data (Brown, 2008; Lincoln & Guba, 1985). As standards of a sound research regarding qualitative-exploratory studies, dependability and confirmability of the research play significant roles, which are roughly analogous to the concepts of reliability and replicability respectively (Brown, 2008). There are various strategies to enhance validity and reliability in qualitative research and some of these strategies recommended by McMillan & Schumacher (2006) are illustrated in Table 3.6.

On the other hand, Creswell and Miller (2000) use lens and paradigm assumptions to create “a two-dimensional framework” and illustrate nine different types of validity procedures (Figure 3.2). Accordingly, critical paradigm which emphasizes that *“the researchers should uncover the hidden assumptions about how narrative accounts are constructed and interpreted”*(p. 3), fits well with the philosophical perspective adopted for this study, and presents researcher reflexivity, collaboration and peer debriefing as possible validation procedures (See Table 3.6.).Based on the literature explained in detail above, inquiry audits were conducted to ensure that all the findings were accurate and supported by the data, where all interpretations and conclusions were examined. Through inquiry audits, dependability and confirmability were expected to be ensured and a sound research was provided for the reader. In terms of credibility, the researcher utilized various instruments through triangulation as a technique. Through triangulation, which “strengthens a study by combining methods including both quantitative and qualitative approaches” (Patton, 2001, p.247) the internal validity was tested by combining and interrelating information from different data collection methods such as observations, interviews, field notes, document analysis and focus group discussions. Finally, transferability, which is “approximately analogous to the

Table 3.6. Summary of ten strategies for Validation and Reliability in Qualitative Research

1) Intensive field work	<ul style="list-style-type: none"> •Ensures that findings and participants' reality match •Allows periodical data analysis
2) Multi-method strategies	<ul style="list-style-type: none"> •Triangulation in data collection and data analysis
3) Verbal accounts of participants	<ul style="list-style-type: none"> •Select quotations from documents •Working on the verbatim accounts of participants
4) Thick descriptions	<ul style="list-style-type: none"> •Record detailed descriptions of people, situations and contexts
5) Multiple Researchers	<ul style="list-style-type: none"> •Researchers other than the main researcher agreeing on the descriptive data
6) Recording Data	<ul style="list-style-type: none"> •Record data using tapes, images or by taking notes.
7) Participants as Researchers	<ul style="list-style-type: none"> •Using diaries of participants if possible for corroboration of their feelings and perceptions
8) Member-checking	<ul style="list-style-type: none"> •Check with the participants informally to ensure accuracy of data gathered in observations
9) Participant Review	<ul style="list-style-type: none"> •Check with the participants informally to ensure accuracy of data gathered in interviews
10) Discrepant Data	<ul style="list-style-type: none"> •Report any data that is negative or modifies your analysis due to unexpected pattern.

Paradigm assumption / Lens	Postpositivist or Systematic Paradigm	Constructivist Paradigm	Critical Paradigm
Lens of the Researcher	Triangulation	Disconfirming evidence	Researcher Reflexivity
Lens of Study participants	Member Checking	Prolonged engagement in the field	Collaboration
Lens of People External to the Study (Reviewers, Readers)	The audit trail	Thick, rich description	Peer debriefing

Figure 3.2. Validity Procedures within Qualitative Lens and Paradigm Assumptions (Adapted from Creswell & Miller, 2000)

concept of generalizability or external validity in quantitative studies” (Brown, 2008) was expected to be established with thick description of data collected through all kinds of methods.

In terms of ethical aspects, framework presented by Brown (2008) and Dongre & Sankaran (2015) were followed. In line with the literature, the ethical aspects taken into consideration throughout the research are as follows:

3.5 Ethical Considerations

3.5.1 Voluntariness and Informed Consent

All participants of this study were informed about the aim and scope of the study and they received an informed consent. They were told they had the right to withdraw at any stage of the study if they no longer were voluntary to participate. Informed consents were read and signed by each participant and submitted to the researcher.

3.5.2 Privacy and Confidentiality

The information given by the participants will be kept confidential; those being observed will not be identified in terms of their identity while writing up the study.

3.5.3 Respondent-Related Issues

Participants were informed at the beginning of each session that they have the right to stop the interview if they feel not comfortable or questions are sensitive. Results were shared with the participants as a kind of feedback or reward for their cooperation. Abusing any colleagues by collecting data from their students without their permission or using their class time was avoided.

3.5.4 Interviewer-Related Issues

The interviewer was already experienced with interviewing so it is assumed that the risk of including wrong questions in interviews, or misinterpretation of data during analysis was minimized. Another researcher was also included at the interpretation phase of the data from focus group discussions and interviews and participant validation of the results was also conducted for these two data collection tools. Moreover, the main researcher worked hard to guard against any conscious or subconscious personal interpretation or modification of the data, select and apply the most appropriate research methods and standards in line with the purpose of the study along the qualitative- quantitative continuum.

3.5.5 Audience-related Issues

The researcher clearly explained the research to make it understandable by the reader, avoided any over-interpretation or generalization while interpreting the results, and used traditional conventions while organizing the paper (see American Psychological Association, 1994) (Brown, 2008).

3.5.6 Key Components of the Methodology

A summary of all the data collection tools, participants involved and the type of analysis is provided in Table 3.7, each matched with the relevant research question.

3.6 Section 2- Quantitative Part 1

After thematic analysis processes of data from 1) observations of students (secondary education level) at school as well as out-of-school, 2) field notes related to observations, 3) informal conversational interviews with students, 4) semi-structured interviews with students, 5) focus group discussions with foreign language teachers at secondary education, and 6) semi-structured interviews with the MoE.

Table 3.7. Summary of the methodology

Research Questions	Data Collection Tools	Participants involved	Type of Analysis
1. How do refugee and migrant students (MRS) at secondary education level feel about being a foreign language learner in a multicultural and multilingual contact zone in TRNC?	Semi-Structured Interviews, Informal Conversational Interviews, Observations, Field Notes	Students	Thematic Analysis
2. To what extent are current educational practices and regulations at macro (state policies) and micro level (classroom practices) for MRS sufficient to integrate them successfully into the national education system and local FLT practices in TRNC?	Document Analysis, Semi-structured interview	MoE, Head of the CEM	Document Analysis
3 What are the fundamental barriers against an anti-racist, inclusive and equitable pluralistic disposition in FLT for MRS in Northern Cyprus?	Semi-structured interviews Informal Conversational Interviews, Observations, Field Notes	Students	Thematic Analysis
4 How can be TMAS adapted into the TRNC context so that			

the new items could be utilised to develop a new scale on teachers' critical multilingual language awareness in education?	Survey	Foreign Language Teachers	Scale Adaptation
5) Utilising TMAS as a sample and qualitative data from MRS, how can be the items of a scale measuring FLT's CMLA level generated that would be used as an assessment tool in teacher education and provide insights for an integrated language planning for NC?	Focus-group discussions Survey	Foreign Language Teachers	Scale Development
6) What are the EFA analysis outputs of Teachers' CMLA in Education Scale (TCMLAES)?			

Officials in TRNC, and 7) document analysis, themes created from each data collection tool were combined and interrelated to generate a common, comprehensive, rigorous and general thematic map of the whole qualitative section. As a result, the following codes and themes were recorded (Table 3.8.).

3.6.1 Development of a Scale on “Teachers’ Critical Multilingual Awareness in Education” (TCMLAES)

In light of the main themes identified through thematic analysis, six main issues of inquiry formed the outline of the scale. For the generation of this scale.

Hinkin et al. (1997)'s "seven-step process for scale development and analysis" framework was followed. According to this framework, the seven steps to follow are as in Table 3.8.

3.6.2 Step 1: Item Generation

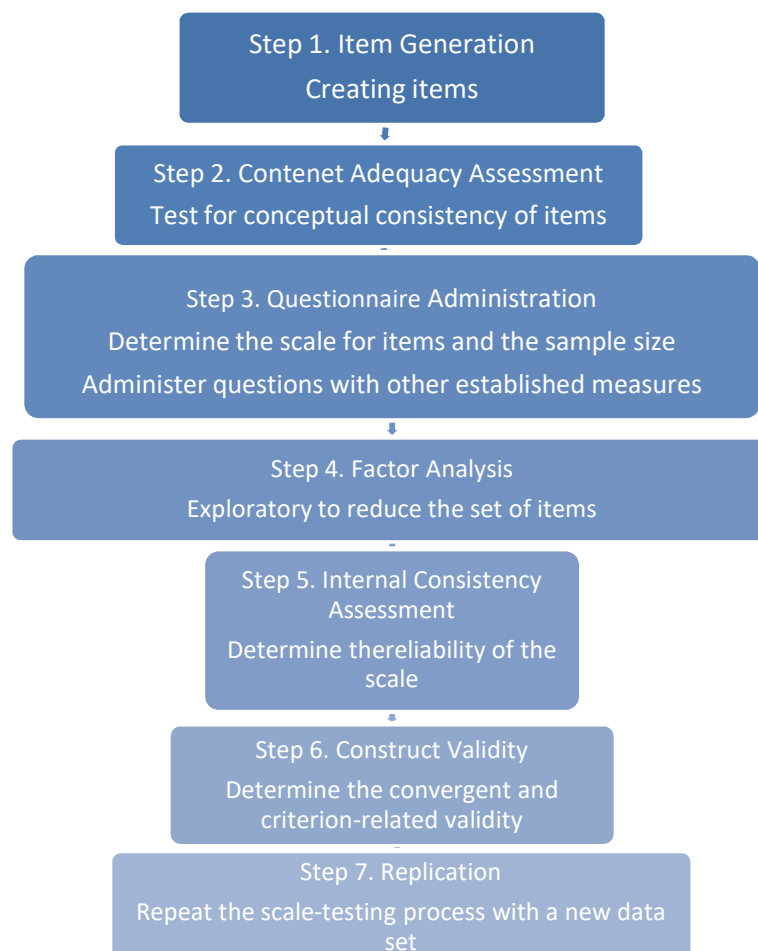
First of all, literature and similar scales (Ruales et al. 2020; Barajas 2015), although not one scale was found on multilingual awareness in education, were reviewed which were based on interrelation parameters such as multiculturalism, multilingualism and multicultural awareness. However, the literature review remained limited to the samples developed for different contexts since this study is the only research up to date conducted for Northern Cyprus context and therefore could be qualified as the very first scale developed in the field. For this reason, depending on the fundamental findings of a previously conducted research (Sakallı & Kunt, 2021) on "Internationalism, Migration and Education: Pluralistic Disposition in Multilingual and Multicultural Conflict Zones – Northern Cyprus", where the data was collected from international students through field notes, observations, and semi-structured interviews as well as from the Ministry of Interior through document analysis, this study utilised additional focus group discussions with teachers to identify six main themes as the building blocks of the scale: policy making for foreign language education, educational setting, cognitive and social benefits, professional development, anxiety and parental factors and students' motivation. This process was conducted "inductively" by generating the items first, from which scales were then derived (Morgado et al. 2018).

3.6.3 Preliminary Studies

Drawing insights from the rigorous data collected through previous research, the first draft of the scale was prepared with 56 items. During this process, it was

crucial that 1) the items addressed only a single issue and would not result in confusion 2) statements were simple and as short as possible, 3) negatively-worded items were used with caution (due to its negative effect on psychometric properties), 4) the respondents and the researcher should understand the same idea from items and 5) deleting some content might be considerable for internal consistency reliability (Wani and Masih 2016; Hinkin et al. 1997). As mentioned earlier in this study, the item pool consisted, to a great extent, of the themes specified through data coming from focus group discussions with teachers and previously gathered data through document analysis, observations, field notes and interviews instead of.

Table 3.8. Scale Development and Analysis (Adapted from Hinkin et al., 1997)



Literature review due to the scarcity of research conducted up to date in Northern Cyprus.

3.6.4 Step 2: Pretest for Content Adequacy Assessment

Expert opinion. To ensure content validation, experts could be asked to pass judgement on the suitability of the items selected to measure the related constructs (Sekaran and Bougie, 2010). With this purpose, a draft of the instrument of this study was distributed to experts in order to get feedback on the layout, suitability, content, and adequacy of the items that were designed to measure the constructs being investigated in this research study. The scale in draft form was sent by e-mail to five instructors who were experts in the subject area and the area of education in different institutions and universities. The experts evaluated the statements based mainly on clarity, fluency, appropriate language use, written form of multilingual education and multilingual awareness. It was identified that some items serve for the same purpose or look identical and therefore, 6 items were recommended to be removed. Following the judgements and opinions declared by the experts, the researcher came up with an improved/revised version of the instrument which was ultimately administered for the pilot test.

3.6.5 Back-Translation Procedure

This process refers to a “validation tool widely used in international research settings, including but not limited to cross-cultural psychology... educational assessments....” (Tyupa, 2011). The procedure includes re-translating the already translated text back to its original language and then comparing the two versions to detect inconsistencies as mentioned. “Back translation” procedure was required in this case, since this scale would be administered to all foreign language teachers working at secondary education in TRNC regardless of the language they are

teaching (Greek, French, German, and English). Some of these teachers were native speakers of the languages they teach so the original draft was prepared first in English and then translated into Turkish for participants whose proficiency level in English varied to a great extent (some declared they were not even intermediate-level). Translation was especially required to identify any possible inconsistencies due to cross cultural differences or language use within the research instrument which could hamper the construct validity of the survey. At the end of the first two stages, the initial items pool and the final items pool looked as illustrated in (Annex 4).

3.6.6 Step 3: Questionnaire Administration

At this stage, the five-point Likert scale was decided to be the item scaling method of this research. Likert scales include several points “along a continuum that define various amounts or levels of the measured attribute or variable such as agreement, frequency and importance” (Hinkin et al., 1997, p.10). a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree) was used since it has been suggested in previous research to use five to seven-point Likert scales to enhance the variance and obtain the sufficient coefficient alpha reliability values for internal consistency (p.10).

3.6.7 Significance of the sample size

It is important that the data is collected from a sufficient number of respondents to conduct the analyses required to validate a scale.

There has been a controversy on the sample size necessary for obtaining statistically significant results from statistical analysis. For example, Rummel (1970) recommended an item-to-response ratio of 1:4, while other research claimed at least 1:10 should be a rule of thumb (Schwab, 1980) and other studies declare that 150

replications would be enough provided that item correlations are strong (Guadagnoli and Velicer, 1989).

In general, larger samples are better (Comrey & Lee, 1992; MacCallum et al., 1999) but contradictory data also exist in literature suggesting a minimum sample size of 100 (Gorsuch, 1983; Kline, 1994) whereas Comrey and Lee (1992) indicated 50 as very poor, 100 as poor, 200 as fair, 300 as good and 500 as very good where 1000 is excellent. In sum, minimum sample size is related to the number of variables, factors and the size of communalities (MacCallum et al., 2001). Finally, Hinkin et al (1997) suggest increasing the number of participants as much as possible since increasing the sample size would mean better statistical results.

3.6.8 Population and Sampling

The study group was comprised of 254 foreign language teachers (119 females and 63 males) of the secondary education in Northern Cyprus who were working as foreign language teachers under the Ministry of Education in Nicosia, Famagusta, Kyrenia, Lefke, Güzelyurt (Omorphou) and İskele. The sample was created through purposive sampling method (Morgan 1988; Morgan et al. 1998) where the selection of participants relied on the judgement of the researcher based on their certain characteristics. In this specific study, not only English but all foreign language teachers (English, German, French and Greek) were chosen as participants since foreign language teachers in general tend to be bilinguals or pluralinguals and are therefore could be claimed to be more capable and aware of any linguistic barriers in their classrooms or able to generate solutions to any problems related to language learning and culture since their linguistic repertoires would allow and help them to do so.

Table 3.9. Demographic distributions of participants

Variable	Group	N	%
Gender	Female	191	75.2
	Male	63	24.8
	Unstated	0	0
	Total	254	
Age	20-30	68	26.8
	30-40	127	50
	40-50	51	20.18
	50-60	8	3.1
	Unstated	0	
	Total	254	
Educational Status	Bachelor's Degree	194	76.3
	Master's Degree	38	14.9
	Doctorate	16	6.2
	Unstated	6	2.3
	Total	254	
Region of Employment	Nicosia	102	40.1
	Famagusta	98	38.5
	Kyrenia	47	18.5
	Omorpho	5	1.9
	İskele	2	0.7
	Total	254	

Teachers working in state schools were chosen purposefully since: 1) they were all recruited by standard examinations and official procedures arranged and controlled by the Ministry of Education, 2) foreign language teachers in private schools were recruited by the head of the school personally depending on varying

criteria which is not standardized and sometimes subjective, 3) foreign language teachers in private schools tend to be mostly chosen among native English-speaking instructors with an intention to respond to parents' demands in this regard. The questionnaires were all personally delivered to the participants and they completed the survey during the Fall and Spring Semesters of 2019-2020.

in the study was based on voluntariness, and teachers were assured that the confidentiality of their survey responses would be strictly protected. 27 of 254 participants completed the survey in electronic form, online. The demographic characteristics of the participants in this part of the study are given below (Table 3.9). In this study, 75.2% (n = 191) of the teachers were female and 24.8% (n = 63) were male. According to the age distribution, 26.8% (n = 68) of the teachers were between the age group 20–30, 50% (n = 127) were between 30 and 40, 20.1% (n=51) were between 40 and 50, 3.1% (n = 8) were between 50 and 60. According to the teachers' educational status, 76.3% (n = 194) had a bachelor's degree, 14.9% (n = 38) had a master's degree, 6.2% (n = 16) had a doctorate degree, and 6 (2.3%) teachers did not answer the question about educational status. Furthermore, in terms of the languages they teach, 56.7% (n=144) of the teachers were English teachers, 20.1% (n=51) of the teachers were German teachers, 17.3% (n=44) of the teachers were French teachers and 5.9% (n=15) of them were Greek language teachers. Finally, according to the regions these teachers work in, 40.1% (n=102) of the teachers currently work in Nicosia, 38.5% (n=98) of the teachers are recruited in Famagusta while 18.5% (n=47) of the teachers are employed in Kyrenia and 1.9% (n=5) of them work in Omorphou and 0.7% (n=2) work in İskele.

3.6.9 Step 4: Factor Analysis

According to KTOEOS (Cyprus Turkish Secondary Education Teachers' Union), there are 363 foreign language teachers (303 female, 59 male, English = 291, German= 30, French=34 and Greek= 8) in total, the exact number of which is difficult to track due to continuously published vacancies by the MoE based on annual financial planning of the Ministry of Finance and needs of local schools.. Factor analysis is based on the correlation matrix of the variables included, and correlations usually need a large sample size before they stabilize. Osborne et al. (2011, p.9) cites Comfrey and Lee (1992) regarding the adequacy of sample size: "50 cases -very poor, 100 - poor, 200 - fair, 300 - good, 500 - very good, and 1000 or more is excellent". In this study the sample size was 200, which is according to literature, sufficient to conduct factor analysis.

3.6.10 Step 5: Internal Consistency Assessment

Among the measures of internal consistency, the most frequently preferred is Cronbach's Alpha and it can be used for three, four, or five point Likert scale items (Javali et al., 2011). Reliability for this scale was measured through piloting using Cronbach's Alpha (Cronbach, 1951). The result as illustrated below suggested that the reliability of the scale was sufficient where the literature refer to .70 as good and any value above as very good (Cortina, 1993).

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.,713	50

Figure 3.3. Cronbach's Alpha Output

3.6.11 Piloting

A pilot test refers to the rehearsal of the stages of coding and analysis before the actual survey takes place to increase the level of success by identifying problems prior to the final administration (Ruel et al., 2016). As suggested by research, a pilot test requires 30 to 100 pilot participants and this number may vary depending on the number of the total sample. On the other hand, other research (Javali, 2011) also report that sample size n50 for coefficient of internal consistency calculation for any scale with five points or four points should be enough. In this study the piloting was conducted with a group of 30 participants and depending on the feedbacks and questions received, some precautions were decided to be taken. Instructions were also reviewed to enhance comprehensibility of the scale and afterwards the final scale was administered.

3.6.12 Step 6: Construct Validity

Expert-driven pre-test was conducted for this step (Ruel et al., 2016). Accordingly, expert judgement as applied where three experts were requested to review and identify problems, if any, with questions or response options in the scale by going through the survey item by item. The main aim is not to get experts' opinion but to obtain their judgements regarding how each item reflected the construct which was intended to be measured. The experts were able to rate the items on a five point Likert scale as follows:

- 1) Very strongly represents the construct
- 2) Strongly represents the construct
- 3) Not sure
- 4) Weakly represent the construct
- 5) Very weakly represents the construct (2016, p.103).

The experts were also asked to rewrite items if required to allow them make explanations and make corrections of the items if needed.

3.6.13 Data Collection and Analysis

With respect to this study, the “Teachers’ Critical Multilingual Language Awareness in Education Scale” was prepared and delivered to the teachers working in secondary and high schools in Northern Cyprus during the 2019–2020 semester. The data were collected within six months between October 2019 and March 2020 and analyzed using IBM SPSS software version 22. Exploratory Factor Analysis (EFA) and Cronbach’s Alpha were used to examine the data as illustrated in Table 3.10.

Table 3.10. Summary of Data Analysis Methods

Purpose	Statistical Measures Used
Construct Validity	Exploratory Factor Analysis: EFA
Reliability	Cronbach’s Alpha

To gather the data, the required permission was received from the Ministry of Education, Northern Cyprus and the collected data were analyzed through the SPSS 20.0 Software. While processing the answers, the positive answers were categorized from the options 5 = “I strongly agree” to 1 = “I strongly disagree”; the negative answers were categorized from the option 1= “I strongly agree” to 5 = “I strongly disagree.”

Following the calculation of the KMO (Kaiser-Meyer-Olkin) value, exploratory factor analysis (EFA) was conducted to test whether there exists a

correlation between the variables. In the analysis, the factors with eigenvalue's above 1 were considered and the actual scale was selected by keeping the items with factor load values that were at least .40. The distinctiveness validity of the scale was calculated separately for each item in the scale, the total scale score and the total subscale scores. Subsequent to the scoring, the scores of each item were listed from the highest to lowest score. The scores were arranged so that 27% (n = 242) of the high scores end formed the "upper quartile" and 27% (n = 242) of the low scores end covered the "lower quartile". Subsequently, an independent samples t-test was conducted to determine whether the difference between the averages of the two groups were statistically significant. The item test correlation was calculated to interpret to what extent the scale items distinguish the individuals concerning the characteristic that is evaluated.

3.7 Quantitative Part-2: Scale on "Teachers' Multicultural Attitude Survey" (TMAS) (Pontoretto et al., 1998)

One of the most well-known scales to investigate teachers' attitude towards multiculturalism is the TMAS developed and validated by Pontoretto, Baluch, Greig, & Rivera (1998), a scale which is used to investigate the teachers' attitude towards multiculturalism. According to Pontoretto, the teachers who possess a level of awareness on the current multicultural reality of the societies consider cultural variety as a qualification to be mastered and therefore they believe current trends and issues related to multiculturalism should be included in the teaching subjects and pre and in-service professional development programs of teachers (Pontoretto & Pedersen, 1993).

The scale has then been reported to be confirmed in terms of validity and reliability in different contexts. Dotger (2010) reported satisfying results after using the specific scale in an educational training program of teachers, the Parent/Caregiver Conferencing Model (PCM). Additionally, Szabo and Anderson (2009) used the scale to confirm the criterion validity (criterion validity) and the reliability of the specific scale in their survey regarding the attitudes of candidate teachers towards the multicultural environments. Lee, Summers, & Garza (2009) gathered alike results in their research regarding teachers. Moreover, Yazıcı, Başol and Toprak (2009) also reported high reliability and validity values indicating that unlike the initial version of the scale, different number of factors were extracted by the EFA.

The TMAS is an unidimensional self-report inventory of teachers' multicultural awareness and sensitivity composed of 20 items. The scale uses a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree) and the scoring range is, therefore, 20 to 100. The items of the TMAS are based on the reflection of attitudes toward economic status, culture, race, exceptionality, and gender. Responses gathered were scored based on the author's specifications (Ponterotto et al., 1998) in which a reverse scoring method was used for 7 specific items due to the negative orientation of the particular questions. Internal consistency measures for the 20-item TMAS yielded a coefficient alpha of .86 and a theta coefficient of .89. Test-retest stability was reported at .80 (Ponterotto et al., 1998). These multiple measures of internal consistency and test-retest stability unveil satisfactory levels of score reliability.

3.7.1 Administration of the scale

This scale was administered to exactly the same population as the other scale which was developed by the researcher, where the sample size was 254. This sample consisted of foreign language teachers working at secondary education in TRNC. As already mentioned in previous sections of this study, teachers working in state schools were chosen purposefully since:

1) they are all recruited by standard examinations and official procedures prepared and controlled by the Ministry of Education.

2) foreign language teachers in private schools are recruited by the head of the school personally depending on varying criteria which is not standardized and sometimes subjective.

3) foreign language teachers in private schools are mostly chosen among native English-speaking instructors with an intention to respond to parents' demands in this regard. These people are NESTs and therefore generally monolinguals. For this reason, they wouldn't contribute to the gist of this research where multilingualism, benefits, cognitive and social dimensions of multilingualism and learning foreign languages in general were fundamentally investigated.

Foreign language teachers at secondary level were deemed to be the best sample in this case since the methodology included qualitative research methods and large numbers of population were required to obtain concrete and reliable results, especially for the development and validation of scales under part II. Secondary education covers teachers working both at secondary and high schools and therefore was considered to be more appropriate in terms of sample adequacy.

Chapter 4

RESULTS & DISCUSSION

4.1 1st Section: Data from Informal Conversational Chats and Interviews with Students, Observations, Field Notes and Document Analysis

This chapter dwells on the findings from qualitative and quantitative sections included in this study. Accordingly, findings from the document analysis procedure, interviews with MRS, results from TCMLAES and TMAS will be presented. For document analysis and student interviews parts, results and discussion sections will be integrated and exhibited as combined whereas results and discussion parts of the quantitative section including statistical data will be purported separately.

The data gathered by the researcher qualitatively and quantitatively through document analysis, interviews, classroom observations, field notes, informal conversational interviews were diverse and rich in content. Therefore, the whole content was grouped separately as quantitative and qualitative sections. The first section includes the presentation and interpretation of data on demographical diversity and laws gathered through document analysis and interview with the head of the CEM, MoE, and regulations while the second section covers presentation and interpretation of five fundamental themes as: (1) Diversity and Anti-racist Approaches, (2) Socialization Preferences, Inclusion and Integration, (3) Monolingual Teachers and (4) Minority Languages.

4.1.1 Demographic Diversity in the Area

Unfortunately, the data existing on how many students from countries other than Turkey (3rd countries) study in Northern Cyprus is not much detailed. The only studies conducted in this field cover years 2010-2018 and no other information is available dating back to 2010 and before. According to the documents received from the Department of Education and Discipline, students from 35 different countries (other than Turkey) are currently studying in Northern Cyprus. These countries could be listed as:

“USA, Austria, Australia, Azerbaijan, Belgium, Belarus, Bangladesh, Zimbabwe, UAE (United Arab Emirates), Bulgaria, China, Indonesia, Philippines, France, South Korea, India, Iraq, England, Iran, Sweden, Canada, Kirghizia, Kuwait, Latvia, Libya, Lebanon, Egypt, Moldova, Pakistan, Russia, Syria, Saudi Arabia, Turkmenistan, Ukraine, and Yemen.” (MoE)

Unfortunately, related percentages or numbers of students coming from these countries do not exist and therefore it is not possible to see the detailed distribution of cultural diversity in the landscape. However, regularly prepared reports called “statistical yearbooks” are published by the Ministry of Education and date back to the academic year 2010-2011 until 2018-2019. Accordingly, the very first data gathered on the number of students coming from 3rd countries and studying at secondary education in TRNC is %4 (Table 4.1) and this number has been increasing since then (Table 4.2a, 4.2b, 4.3a, 4.3b).

Although the data clearly shows that the number of students coming from 3rd countries in both private and state schools in total has been considerably increasing and covering a noteworthy percentage, in all levels of education (primary and secondary education), no information could be found referring to their home

Table 4.1. Number of students at all education levels by (2010-2011)

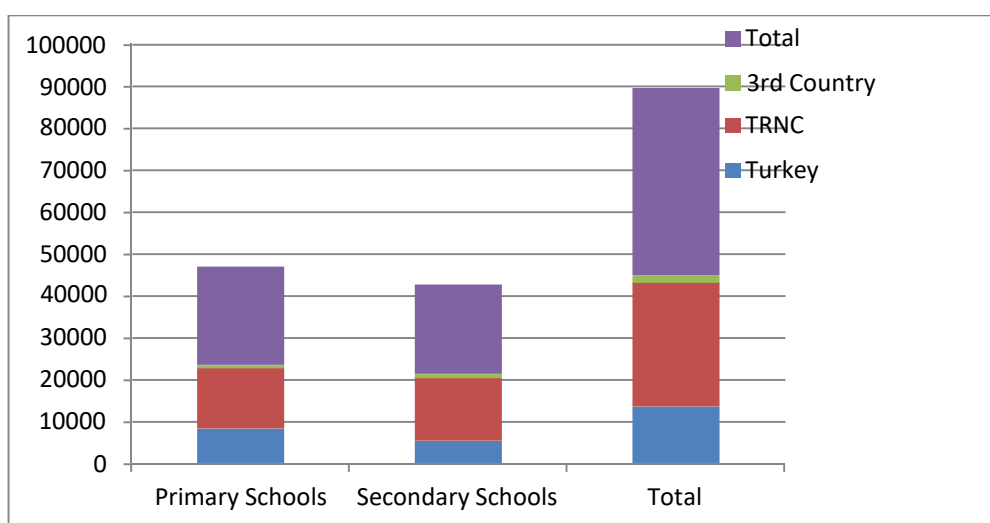
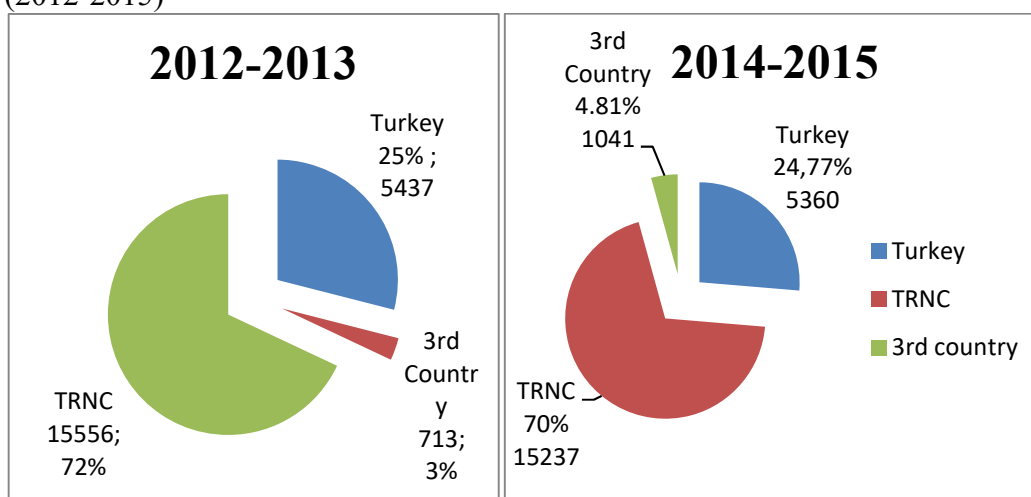


Table 4.2a, 4.2b. Distribution of Citizenships for Secondary Education, TRNC (2012-2015)



countries. Therefore, it is not possible to observe the actual range of variability in terms of the countries the newly-arrived refugees have been emigrating from. According to the data from the MoE, apart from the students in higher education, more than 3,000 of 51,000 students in primary and secondary education were from countries other than Turkey in 2018-2019 (3rd countries). In academic year 2010-2011, the number of students from 3rd countries, who are in this study named as MRS was 963.

Table 4.3a, 4.3b. Distribution of Citizenships for Secondary Education, TRNC (2016-2017)

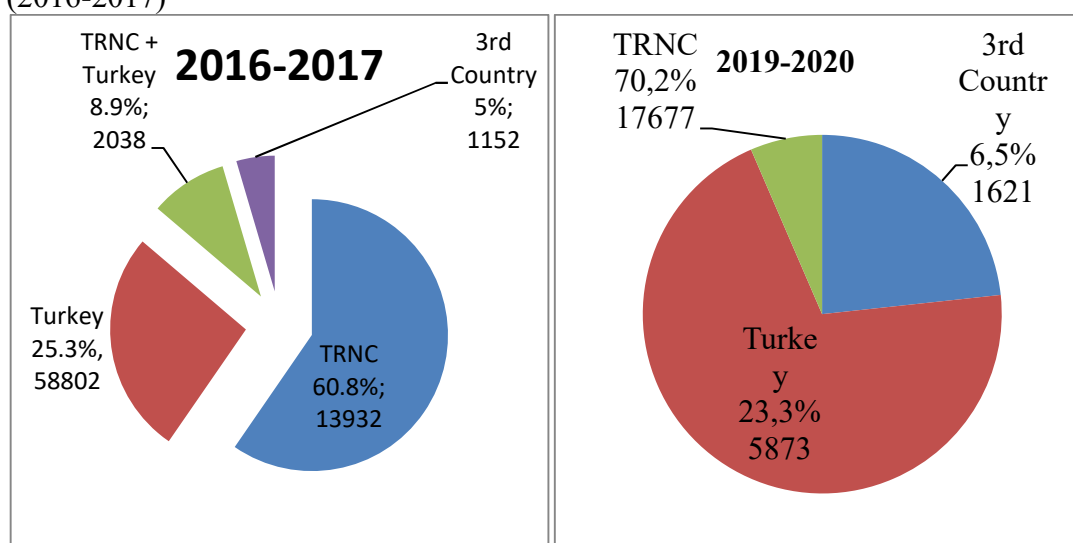
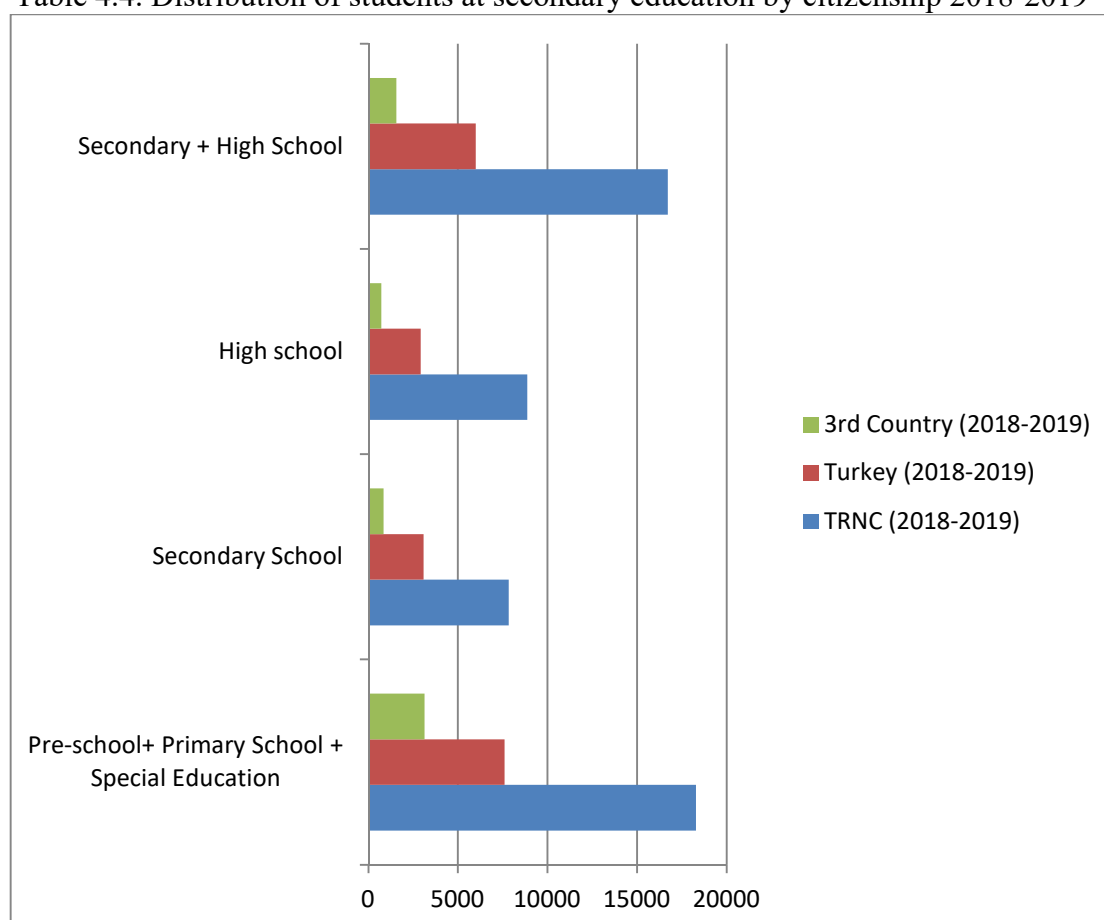


Table 4.4. Distribution of students at secondary education by citizenship 2018-2019



	Northern Cyprus (TRNC)			Turkey (T)			3rd Countries			TOTAL		
	Male	Female	Total	Male	Femal	Total	Male	Female	Total	Male	Female	Total
TRNC Grand Total	17890	17100	34990	6975	6621	13596	1541	1586	3127	26406	25307	51713
	67,7			26,30			6					
Total of pre-primary-primary-spec.edu.	9381	8907	18288	3836	3761	7597	776	787	1563	13993	13455	27448
	66,6			27,7			5,7					
Total of lower secondary schools	4100	3734	7834	1655	1420	3075	390	457	847	6145	5611	11756
	66,6			26,2			7,2					
Total of upper secondary schools	4409	4459	8868	1484	1440	2924	375	342	717	6268	6241	12509
	70,9			23,4			5,7					
Total of secondary schools	8509	8193	16702	3139	2860	5999	765	799	1564	12413	11852	24265
	68,8			24,7			6,4					

Figure 4.1. Number and Rate of Students by Citizenships in 2018-2019 (MoE)

Table 4.5. Comparison of the number & rate of students by citizenship between 2010 and 2020

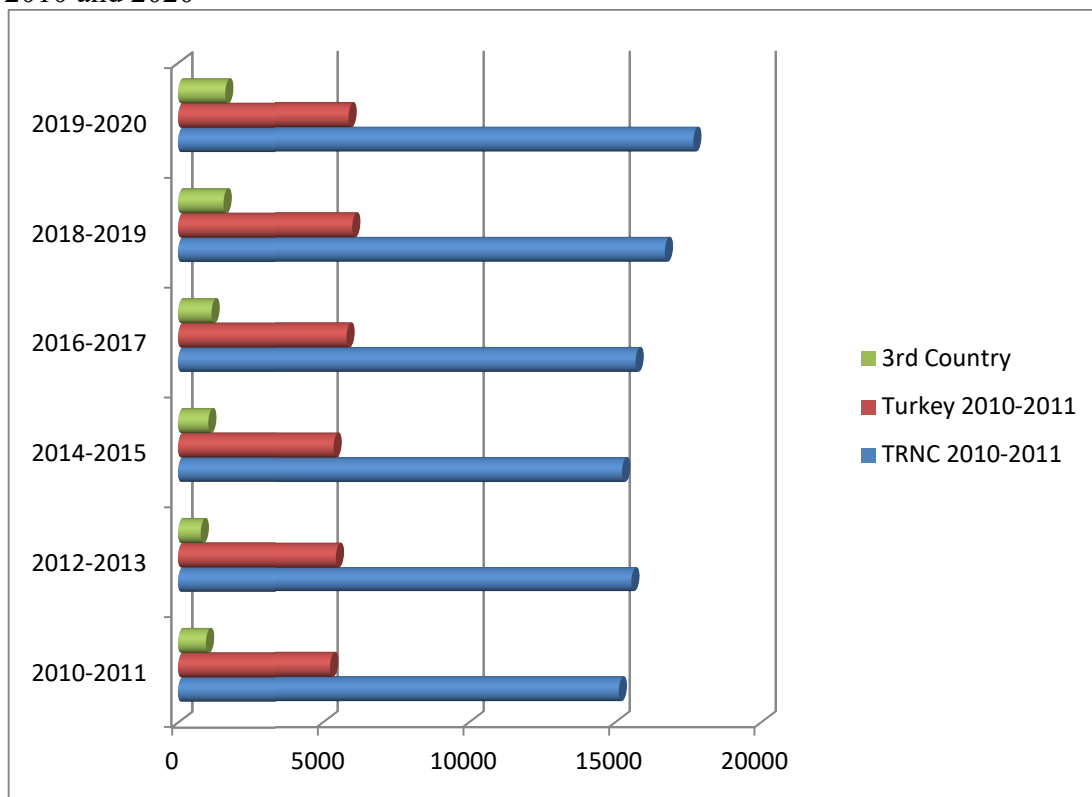


Table 4.6. Number of students by districts & citizenships (2010-2011)

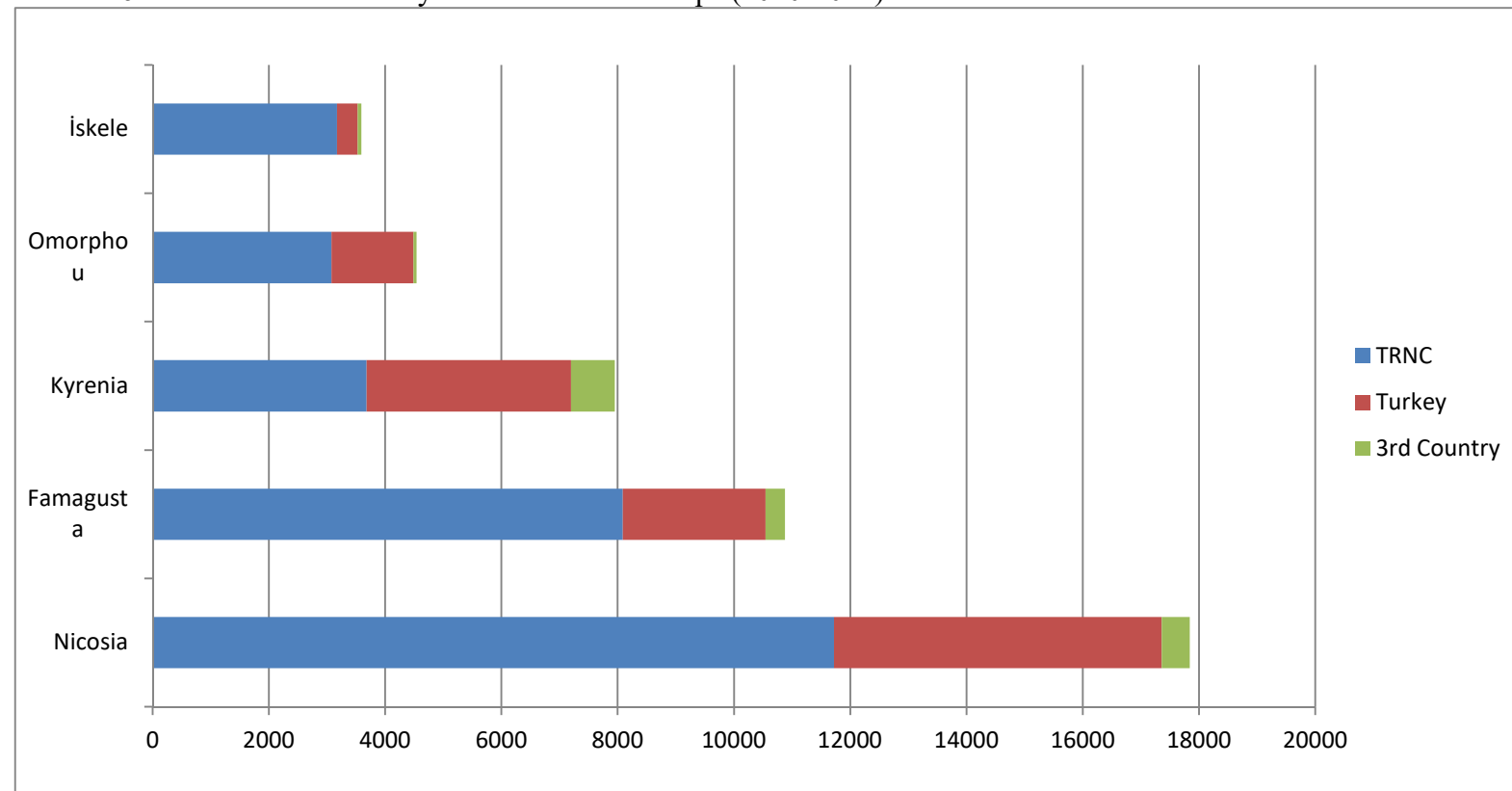
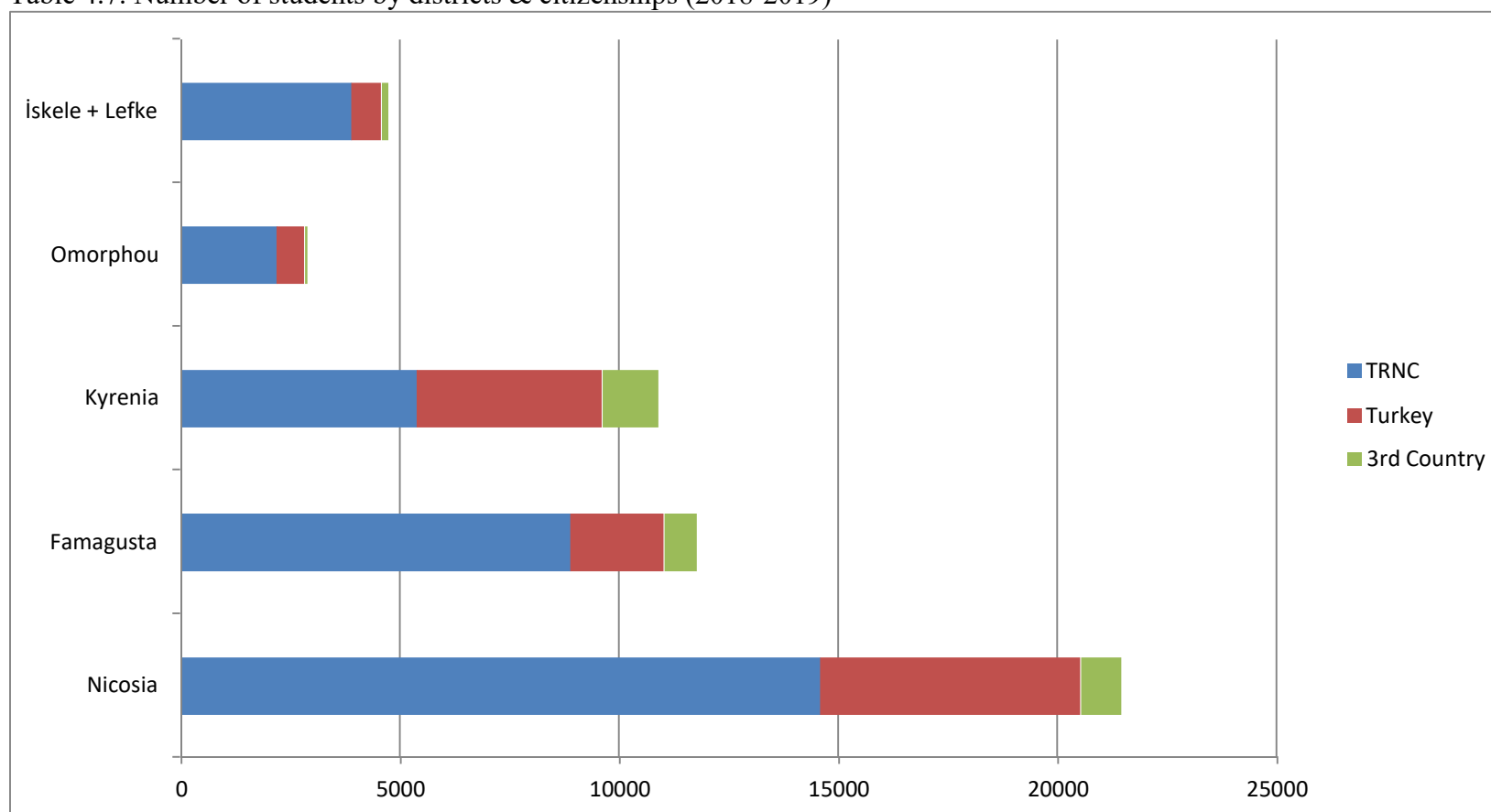


Table 4.7. Number of students by districts & citizenships (2018-2019)



The number reached up to 1564 in academic year 2018-2019. Unfortunately, no more recent study exists in literature to further follow the increase in the number of MRS. Yet, it would be fair to conclude that there is a constant increase in the number of students from 3rd countries between 2010 and 2018 while the number of students from TRNC and Turkey remained relatively the same or retained due to increase in the number of students from 3rd countries. In other words, in 8 years, the number of MRS studying at secondary and high schools nearly doubled and therefore these figures are crucial evidences of the demographical transformation the teachers face in classroom.

Furthermore, when the information regarding the number and rate of students by districts and citizenships are further studied, it is observed that the most multiethnically, multiculturally and multilingually-populated district of TRNC was Kyrenia back in 2010-2011 and it keeps its densely multiculturally and multiethnically-populated texture still in 2019-2020. This, however, is not a surprising finding since Kyrenia has always been the most popular attraction point of tourists in general due to its richness in terms of the presence of private colleges, where the language of instruction is in English and therefore are preferred by foreigners, as well as many luxurious hotels, historical and geographical attractions. The district data obtained from the MoE was crucial especially to determine the population and sample of various parts of this study. Especially international students from secondary schools in Kyrenia and foreign language teachers working in Kyrenia were included as participants for both the qualitative and the quantitative sections of the current study.

4.2 Laws and Regulations

Additionally, at the end of document analysis, it would be fair to say that Law on National Education indicates no specific Articles on newly-arrived refugee or migrant (international) students, especially in Nicosia, Famagusta and Kyrenia where the diversity is higher (See Table 5) or any modifications on classroom methodologies and materials used in multicultural and multilingual classrooms of today. Yet, the prominence of a huge change in terms of cultural and linguistic diversity has been in focus as the most recent reports published in 2005 by the Board of Education and Discipline which suggested that education system in Northern Cyprus has an urgent need of restructuring to:

- (1) help Northern Cyprus community exist among other societies in this era of information.
- (2) help Northern Cyprus community develop socially, culturally and economically.
- (3) ensure equity of opportunity in education
- (4) ensure life-long education
- (5) create an education system open to change
- (6) allow learner-based education.

The document also encapsulated a title on “Foreign Language Programme” where a succinct introduction for English as a second language, German and French as other foreign languages in secondary education is provided. The main objectives of the foreign language programme were reported as to: reinforce cultural development of learners, improve their critical thinking skills, help them understand foreign people and be able to express themselves to them and ensure their multicultural and multilingual development.

Moreover, upon the most recent convention of the Language Education Commission of TRNC in 2014, a number of decisions were made and reported as urgent steps to be taken. At the top of the list, foreign language policy of TRNC was purported to be of utmost significance since there is an urgent need to put a legal framework forward which could be used as a guideline in education sector, by all schools that would bind all school administrations and teachers regarding international students. To define and bring a permanent language policy into force where “intercultural competence” and “mutual culture transfer” would reshape the curricula was especially reiterated. Moreover, it was pinpointed that foreign language education should become state policy and permanent.

4.3 Section 2

Data from, Interviews, Observations, Field Notes and Informal Conversational Interviews

4.3.1 Diversity and Anti-racist Approaches

In contrast to multicultural education that celebrates diversity, anti-racist pedagogy feeding from Critical Race Theory, pursues to teach about race and racism by fostering critical analytical skills, which reveals the power relations embedded in racism and how race has been institutionalized as discussed previously. As a teacher, as Kishimoto (2016) and Blakeney (2005) suggest, we might apply anti-racist pedagogy into the classroom where we (1) may challenge assumptions and foster students’ critical analytical skills; (2) develop students’ awareness of their social positions and self-reflection; (3) exchange authority in the classroom and assist students to take responsibility for their learning process; and (4) empower students and ensure the application of theory into practice; and (5) focusing on collaborative learning to assure a sense of community in the classroom. When ignored, a

successful integration and inclusion would fail in education and here is an example in our context.

Researcher:

“Do you learn about cultures when learning English and German? What cultures do you learn about?”

Participant M:

“My mother is from Jordan, but we live in Cyprus now... It is so sad that we have nothing about my country in our workbooks. We learn a lot about Big Ben, London Bridge and even Halloween. We don't have any pictures of Jordan...”

This dialogue manifests the intensively hegemonic content of course books through which students are imposed to cultural and linguistic imperialism. Content acts as a symbol of “white supremacy and privilege” (Ruecker, 2017) and colonial legacy of English instruction is invisibly woven throughout the English language. However, there exists a dichotomy at this point because although private school administration claim to value their multicultural textures, the imported materials presented to students is far from liberatory practices with no intention of internationalist character (Byram, 2018). Such traditional Eurocentric curricula will obviously not democratize the classroom (Garcia & Flores, 2013), ignite social mobilisation or individual empowerment (UNESCO, 2017; ACTFL, 2019) unless minds are “decolonized” and educational practices are more transformative.

Another problem emerges in the private college, when the students are divided into different categories depending on their level of proficiency in English. In the present context, the students are subject to an examination at the beginning of every single school year and based on the results, they are divided into three different groups which are the “top group” (for those who are at an advanced level), “middle group” (for those who are between the advanced and beginner level) and “support group” (for those who need extra support lessons for compensating their

incompetence in English). One of the questions in the interview was about what they think about this categorization of them based on their English proficiency and the response was as follows:

This response was given by a Lebanese student from the support group whose words depict how such classification of students may lead to a sense of “Eurocentric agency versus Orientalism” because most of the time, the top group consist of native English-speaking students due to their advanced skills in English and the support group consists of students from different backgrounds. Then, the top group turns out to symbolize “Whiteness” and the normative rightness including the power of nativism while the support group reflects the stance of non-native migrants/refugees learning English as a second language. It would be fair to say that humanistic values, the critical reflection on one’s own self and country, the emerging bond with education for active citizenship and participation in democratic processes which exceeds beyond the borders of the nation and state (Byram, 2018) wouldn’t burgeon in similar contexts.

Moreover, the data here also mirrors how demotivating it might be for students to be classified this way. This contradicts with pluralist and internationalist notions (Byram, 2018; Cambridge & Thompson, 2010) and Banks’ multicultural “equity pedagogy” (2013, p.19) which refers to teachers modifying their teaching in ways that will facilitate academic achievement of students from diverse racial, cultural, gender, and social-class groups since this kind of “alienating” (Erich Fromm Notes, 2003) them obviously does not pave the way for the facilitation of individual empowerment and social mobility (UNESCO, 2017; ACTFL, 2019, Garcia & Flores, 2013). To meet the real challenges of globalization, any attempt should start with retheorizing the philosophical underpinnings of ELT profession such as

reconceptualization or “provincializing” English (Ruecker, 2017) from a critical heteroglossic perspective.

Two other students at state school talk about the attitudes of school staff and administration towards her/him during unofficial chats and illustrate how attitudes and awareness of school staff may affect students’ motivation:

Participant M:

“When we fight or talk during lessons, the headmaster always scolds me... Even when I did nothing at all... It makes me angry.”

Another participant, when asked about their daily home work routine, asserts:

Researcher:

“Do you get help for your homework”

Participant R:

“No. I don’t want to... Teacher sometimes ignores me when I ask... I got my books a bit late... after two three months... My mother works until late hours, couldn’t buy my books. My teacher got angry... thinks I don’t care at all... but I do...”

It is known that many newly-arrived people face financial challenges at the arrival country and these words clearly exemplify how attitudes of school administration and teachers may lead to a sense of “inequity and injustice” for students (Ziegler, 2013; Mlinar, 2018). In this case, it seems like the concept of “social justice” has turned away from its initial goals such as social change and democracy and turned out to be the imposition of power instead of diminishing prejudice against oppressed groups, working toward “equal opportunity” (UNESCO, 2013; ACTFL, 2019) and social justice for all groups (Garcia & Flores, 2013), and affecting an equitable distribution of power among members of different cultural groups as critical pedagogy asserts (Kishimoto, 2016; Banks, 2013). Actually, the fact that the students often cannot personally choose learning their mother tongues better illustrates the ubiquitous inequity among languages and the scale of damage

created by linguistic imperialism as well as how the policy-making fails in terms of integration.

4.3.2 Socialization Preferences, Inclusion and Integration

Socialization starts with language and languages embody ideologies in the first place. In terms of communicative competence and community membership, novices acquire the use of language to enable them participate effectively in recurrent interactions with more expert members of a language community (Schieffelin and Ochs, 1986). It is a rarely explicit, collaborated and progressive process and novices learn through extrapolating meanings from routine indexical associations. According to theory, linguistic and social development are reshaped independently, yet cannot be extracted from the contextual reality (Moore, 2008) and therefore, language ideologies are closely interrelated with the socialization processes in educational contexts.

Foreign language pedagogies can be interpreted as a co-product of “ideologies about language and communication, language acquisition, human learning and development, and specific languages and the people who speak them” (Moore, 2008, p.179). Therefore, local and state ideologies may impact how novices socialize. Additionally, social and communicative knowledge novices acquire at home may differ from the schooling system and such difference may lead to differential participation and achievement in formal school settings. The dialogue between the researcher and a participant below sheds light to such differentiation clearly:

Researcher:

What do you do during break times? Who are your friends? Do you like playing with your friends?

Participant L:

“ Oh, yes. I like playing basketball, so much. I have friends... many friends... Yes, I like playing with A and B (Russian friends)... and sometimes English friends.”

Researcher:

“Is there a special reason for that? Why not C or D (Turkish friends), for example?”

Participant L:

“No, I don’t know. We are more similar... I don’t understand Turkish friends. But they sometimes teach me how to swear [laughs]...”

Observations from inside and outside of the class data also align with these findings where the researchers noted that during lessons, students always collaborate with each other and they do not seem to have a tendency or special preference when they look for a peer. Yet, in free times, they prefer being either alone, or a member of a group of friends possessing the same national identities. Inferentially, ethnolinguistic identities act as a norm of subjectivity. This clearly depicts how students perceive themselves and to what extent their social and cultural identity influence their socialization preferences. Students tend to socialize through some pre-determined patterns, which are based on ethnolinguistic, cultural common grounds and ideological stances (Moore, 2008; Schieffelin, B. and Ochs, E.: 1986).

Since newly- arrived students are directly immersed into the mainstream classes with no prior language courses, they tend to develop a selective socialization pattern based on ethnic similarity. The probable outcome is, once again, the emergence of a huge racist gap between student groups whereas the essential goal of multicultural education in the first place was in fact to eliminate inequities (Banks, 2013; Kishimoto, 2016). Although the aim of governmental policies is integration in long run, these students obviously cannot avoid “alienation” due to their lack of language skills and communication with peers (Kings, 2018). Therefore, fostering peer-relations, stronger citizenship values, opportunities to practice the language of the destination country, utilizing from the first language, and creating “sense of belongingness” (UNESCO, 2014) seem to be the key terms of policy-making in

education. Inclusion requires revisiting traditional school models and pedagogies (Watkins, 2015; Dey and Sudhi, 2016) and efforts from not just second language teachers, but also subject teachers would contribute.

Another student, on the other hand, illustrates how feeling of belonging also affects newly-arrived refugee students' motivation and success. Being asked why his attendance is so low at school, the participant responds:

Participant S:

"We lived in Syria. I did not go to school for a long time at home because of the war. Then we moved to Turkey. There, we lived in a city and then another. I changed many schools... Now, we are here. I don't know for how long... I want to get back home... We are not going to be here for a long time... and my mother thinks maybe we can transfer to a better country in Europe and I can find a better school."

This newly arrived refugee apparently didn't feel he belongs to the destination country and could not find any reason to feel an individual of the community. The role of policies and school administration in this lack of "sense of community" (Kishimoto, 2016) or "sense of belongingness" (UNESCO, 2014) is of course open to controversy. There is a low rate of attendance to public schools which may continue due to lack of Turkish knowledge and motivation. No Turkish preparatory programmes or "separate classes for newly arrived refugee students" (Vogel and Stock, 2018; Svensson and Eastmond, 2013) are available to equip these students with the linguistic background required before they are immersed into the national education system. Parents are also reluctant to send their children to school due to language barriers (which hampers knowledge transfer) or they think they might transfer to another country in the future.

Moreover, another participant brings upon another parallel dimension to the sense of belonging with its words. Being asked why s/he is always alone around the play ground, the participant responds:

Participant T:

“Some children are rude to me. They talk to me with bad words and make fun of me because I don’t understand them...”

At this point, one easily extrapolates that bullying among children might also come along with the lack of sense of belongingness and “alienation” or they coexist. The observation and field notes are also corroborative where one or two cases of verbal harassment towards foreign students by elder students were noted by the researcher. If ignored or mishandled, such abuse could easily bear social and psychological disorders leading up to metacognitive challenges and academic failure. Psychological counselling is therefore moliminous for newly-arrived students.

4.3.3 Parents, Financial and Physical Parameters

“Parental involvement” refers to the participation of parents to school activities and parent-teacher meetings and is one of the key terms in refugee education research as the accumulated data suggest that inclusion of parents positively affect students’ academic success and empowerment (Yang, 2017; Llamas and Tuazon, 2016; Garcia and Thornton, 2014). Yet, when parents are not successfully included in the system, some barriers cannot be achieved.

For example a student, being asked about his family and their language skills responds as follows:

Participant Q:

“They can’t speak Turkish or English.... And they don’t come to parent-teacher meetings because they can’t communicate with my teachers. So... my mother does not generally know what... I do at school... if I don’t tell her, she does ... not know.”

At this point, it is clearly asserted that lack of parents’ language skills also plays a detrimental role on children’s motivation as well as socializing process (Llamas and Tuazon, 2016; Garcia and Thornton, 2014). Although our main characters are children, it is clearly illustrated by these statements how their parental

factors affect their meta-cognitive thinking, especially regarding integration and inclusion. In addition to linguistic and sociocultural barriers, families also may struggle with economic conditions as the following excerpt illustrates:

Participant T:

“My parents wanted to put me into a private school where lessons are in English but they are too expensive. Now I am in a state school and all lessons are in Turkish... We are 31 students here... My Turkish is so weak... I do my homework, my father cannot check them. Their Turkish is even worse...”

This excerpt is more than just a proof for the multidimensional barriers a refugee family may encounter, such as self-worth perception and challenges regarding linguistic and cultural identities they develop. Here, the participant indicates how economic conditions of the families and physical condition of classrooms (generally too crowded) also set additional barriers for them in their way to inclusion and academic success. Moreover, observations also illustrate that MRS don't have some course books even after the first semester due to financial barriers due to low financial funding to state schools.

4.3.4 Monolingual Teacher Paradigm

A decisive fault line regarding the dichotomy of monolingual and multilingual teacher emerges since intercultural communicative competence (ICC) becomes a determinant emphasizing the way language is utilized to negotiate identity in various social contexts, accompanied by “transnational competence” and “cultural awareness” (Byram et al., 2013; 2018). Moreover, the literature claims experiential knowledge active in the repertoire of multilingual teachers allows them to base their decision-making on a richer repertoire whereas monolingual teachers face the paradox of teaching multilinguality without knowing what it means to operate in two or more languages (Ellis, 2010). A great example to the power of ICC is the following excerpt from a dialogue with a participant in a private college:

Researcher:

“So, you have a native English teacher, she is teaching you English throughout the week. And you have also a non-native English teacher for your “extra support for English” lessons. What do you think about that? Are you happy with your English teacher?”

Participant T:

“No, sometimes, I really don’t understand what the teacher says because she is English. Then I ask her, but she explains it again in English... and I have to pretend like getting it, although I actually don’t... and it goes like that... I never understand... I sometimes like having Turkish teachers for this reason...”

Researcher:

Was it the same with your previous English teachers in other countries or back home?

Participant T:

Not exactly... Ermm... Even if I didn’t understand something with her, she used to make a joke or tell a story, and that that helps me a lot. Even her face helped me a lot...”

Another excerpt is as follows:

Researcher:

“How is your relationship with the form teacher? Do you need to talk to him/her very often? If you do, can you tell me why?”

Participant Z:

“My form teacher is my English teacher. I am supposed to go and talk to my form teacher when I have a problem at school. But I am a bit shy and often I I don’t want to go and talk to her because I am afraid of my bad English, because she is... still my English teacher...”

Both excerpts stem from the same crux as they reflect the anxiety level of students because their teachers are native speakers of English and they don’t share a common language to interact with. And the data go parallel with the precedent literature (Hobbs, Matsuo, & Payne, 2010; Lee, 2012; Thompson & Harrison, 2014) contending that the ascending global Englishes today and the advantages the non-native English speaking dominate vis-à-vis native English speaking teachers evidently call upon plurally-oriented learning environments endowed with teachers capable of devising authentic, ethno-linguistically-emancipating remedies instead of fabricating discursive marketised trends.

In line with Agnihotri's (2014) new way of thinking about multilingualism as "multilinguality," where he suggests a pedagogy which avoids considering languages as separate entities in the mind and in social behaviour but instead offers one that "treats the multilinguality of each child in the classroom as a resource and uses it for ongoing linguistic and cognitive growth" (p. 365), the teacher's languages play a huge role. Here it could be interpreted as a support to Agnihotri's pedagogy, that "the language of every child is important, and there is a very careful attempt to make sure that the multilingualism of every child becomes a part of the pedagogical process" (Agnihotri, 2014, p. 365) since they can use their multidimensional resources with both monolingual and multilingual interlocutors.

The data from observations also corroborate this situation where the researchers noted that the teachers sometimes get anxious when their students ask a question and they can't help because they don't share a common language. Yet, multilingualism may only become a part of pedagogical processes if the teachers themselves are already multilinguals and experienced with the multidimensional dynamics of the concept (Ziegler, 2013; Mlinar, 2018). Therefore, the integration of "pluralist (multilingual and multicultural) practices" into pre-service and in-service teacher training curricula should be principally underscored to prepare teachers to such dynamics.

4.3.5 Minority Languages and Cultures: Building Stones

Northern Cyprus today hosts people from many different countries but only German, French and Greek (recently added to Turkish curricula and applied in some pilot schools) are provided as foreign language options at public schools in addition to English as the main compulsory second language. On the other hand, some private schools also offer Spanish, Italian and Russia. Yet, these options are specified mostly

because they are widely spoken as a result of their intensive colonial activities in history or exhibit economic hegemony on large areas. In other words, while resolving these language options, neither the contextual or economical factors regarding Northern Cyprus nor motivational factors on students motivation have been sufficiently considered.

However, proficiency level in a foreign language and attitudes towards the culture of that language are closely interrelated and language competence may lead to positive attitudes towards culture (Tum, Kunt & Kunt, 2016). Therefore, providing students with more context-bounded options might be more motivating, meaningful and useful in Northern Cyprus in terms of global citizenship. A possible result of undermining the prominence of “context and usefulness” might be detected as in the following excerpt. Upon the question if they like learning French or German as a third language, a student said:

Participant S:

“French is OK, but all my family comes from Iran. We speak Arabic at home and Persian from time to time. Instead of learning French, for example, I would like learning one of these languages. It would be more familiar to me, something I would really need...”

Another dialogue with a rarely-participating student follows:

Participant R:

“I don’t like coming to school. I don’t have friends to talk. I can’t talk. They don’t understand me. I don’t understand them... Yes... I am bored...”

As already asserted, observations and field notes also corroborate that there is a low rate of participation at school especially by refugee students. There may be many underlying reasons some of which are lack of communication and cultural differences. This perspective of a student is the simplest reason for all educators and officials responsible from planning foreign language education policies to revise the steps they have been taking throughout the process of decision-making. It could also

be extrapolated that the role of first language is seriously undermined at schools. Including first language practices more into lessons, either through multilingual teachers or bilingual peer-support, or both might be partial remedies. This could also reduce the feeling of “temporality” or “alienation” that some children and parents can’t unfortunately avoid.

More interestingly, when asked if their parents visit school often to talk about his/her problems, a student responds as follows:

Participant S:

“No. My father is not here and my mother does not want to come and complain. She says it’s the teacher’s job to do whatever needed to help me learn and grow...”

Here, it is noted how cultural differences may exacerbate communicational challenges. The mother doesn’t want to look disrespectful by visiting school and complaining about her child’s problematic situation since this is obviously not the routine in their homeland. A more context-bounded, meaningful and realistic list of optional additional foreign languages at schools might be offered for students. Different approaches could be adopted while reconceptualising the foreign language policy of the state; economical factors such as trade relations between countries or contextual factors (tourism) might be taken into consideration. Such anti-hegemonic, holistic approach would ameliorate 1) education-related impediments because language learning would be meaningful and 2) welfare level of the country because global citizens with high intercultural competence would mean skilled labour.

4.3.6 Conclusion and Implications for Section 1

Northern Cyprus has always been a contact zone and still remains relatively untouched in terms of its gradually intensifying heterogonous demographics and its repercussion on education. This study embarked upon multicultural and multilingual classrooms of the landscape where language practices are subliminally situated in a

web of ideologies spearheaded by Anglo-American superpowers that first problematize and then prescribe patterns of normativity. Although governmental manifestations reiterate the urgent necessity of contemporary pluralist approaches to school reform in FLT, hegemonic-imperialist practices unequivocally prevail. In other words, a disharmony still maintains its presence between policy and practice.

In terms of the RQs 1 and 2, the results, respectively, revealed that (1) although official regulations on national education advocate for post-modernist conceptualizations such as justice, equity, and mother-tongue based foreign language education for all learners in the system, global policies, and local tendencies consistently transmute learning platforms, (2) implicit and explicit impact of global politics on students make emotional and psychological counseling services apodictic supplementary factors, (3) variables such as peer relations, foreign language options, obsolete course book content, teachers' skills, and awareness and parental involvement transform social mobility and student empowerment. Regarding RQs 3 and 4, the data unveiled that (1) an antiracist, inclusive, and equitable pluralist pedagogy is vital for the TRNC context, (2) variables such as school and state policies must become solidified practices, (3) normative-humanism-oriented pluralistic courses must be embedded in teacher education programs, (4) transformative ethnolinguistic studies will adminiculate intranational and international understanding, and (5) revitalizing school curricula is a prerequisite to reinvent FLT since preponderant Eurocentric views fall behind the humanistic norms for diverse student populations. To put it into linguistic terms, even within the education system of the age of rapid adoption of new technologies, we still can't help but witness that "all languages are equal, but some languages are more equal than others" (Orwell, 1951).

Another significant finding is that there is a huge division between English- and Turkish-medium schools in terms of how students perceive them as their social environments since financial hardships in private schools and generally poor conditions in state schools obviously redefine the brutal conjuncture of a biased education system with unequal opportunities. Furthermore, as these students further reveal, equitable and inclusive practices and policies of a state contribute to students' and parents' sense of belongingness and in turn their level of welfare which leads us to the conclusion that a better conjuncture in educational systems would pave the way for a better country in terms of their perception. Additionally, any negative experience caused by lack of communication with teachers or peers may uncomplicatedly induce alienation and any forced multilingualism imposed to these students likewise would only create a meaningless, oppressive and domineering learning process.

Further research could amalgamate parents, policy-makers, school administrations, teachers and social partners for deeper insights from all stakeholders. Similarly, researchers could also investigate how government, municipalities, and NGOs could cooperate to create better resources for schools so that they can provide meaningful, equal and high-quality education for all students as well as integrating contemporary discourses into teacher education programs.

4.4 2nd SECTION: Turkish Cypriot Teachers' Attitude towards Multiculturalism: Psychometric Properties of the Teacher Multicultural Attitudes Survey (TMAS)

This part of the study dwells into the adaptation of the Teacher Multicultural Attitude Survey (TMAS)" developed by Ponterotto, Baluch, Greig, & Rivera (1998),

to Turkish Cypriot teachers. More specifically, the reliability and validity of the “Teacher Multicultural Attitude Survey (TMAS)” will be examined for the evaluation of Turkish Cypriot teachers’ multicultural attitudes. The Turkish version of the questionnaire was administered to 254 teachers from different regions of TRNC and its validity and reliability were tested. The data analysis led to a three-factor structure. The results indicated that the Turkish version of the “Teacher Multicultural Attitude Survey (TMAS)” is a reliable psychometric tool and can be used to evaluate Turkish Cypriot teachers’ attitudes toward multiculturalism. Therefore, the psychometric properties of the TMAS will be explored in Turkish Cypriot reality to contribute to the development and improvement of the instruments on teachers’ attitudes towards classroom multiculturalism.

4.4.1 Methodology

Participants

The participants of the survey were 254 (191 females, 63 males) teachers of the secondary education ($M_{age} = 31.8$, $SD = 4.12$) who were working as foreign language teachers under the Ministry of Education in TRNC. Further details regarding the demographics of the sample are provided in Table 4.8. Description

As aforementioned on page 129, the scale is an extemporary instrument which included 51 questions in its initial form coming from team discussion and literature review. Later, the question number was decreased to 31 in order to reflect positive and negative direction and the final version included 20 questions which are placed according to a 5-point Likert scale. The grading came out by the total calculation of the 20 statements-questions of the scale. Higher score indicates positive attitude of the teachers which exhibits that problems are recognized by teachers which are

possibly caused by the existence of foreign students in class and that teachers reflect and work on possible remedies in this regard.

Table 4.8. Allocation of the sample's demographic characteristics

Characteristics	N	%
Sex		
Male	63	24.8
Female	191	75.2
Age		
20-30	68	26.8
30-40	127	50
40-50	51	20.1
50-60	8	3.1
Language		
English	144	56.7
German	51	20.1
French	44	17.3
Greek	15	5.9
Total	254	100

Turkish Translation:

The scale was accurately translated to the Turkish language by the back translation method mentioned earlier in this study. Firstly, the scale was translated into Turkish by the researcher of the current study which is also called forward translation. Subsequently, the procedure followed by forward translation was back-translation > back-translation review and discussion > finalization (Tyupa, 2011). The most critical stage here was the review process, whereby a reviewer

compares back-translation with the original and tries to identify possible errors or problem areas.

Two essential points were considered to ensure the validity of translation and experts whose mother tongues are Turkish but were also masters of English were chosen. A compatibility evaluation form prepared in Turkish and English were presented to the consideration of six instructors working at Foreign Languages and English Preparatory School of EMU and Bahçeşehir University. Subsequently, the Turkish form was sent to teachers working in the field of Turkish Language and Literature to define the compatibility and comprehensibility of the items. The items were examined, the comments and views of the teachers were considered and items were finalized in light of teachers' (Turkish Language and Literature) feedback. At the final stage of the translation and language validation process, three expert faculty members were asked for their views on the consistency between the English and Turkish versions of the scale and this procedure led to the final version of the Turkish scale.

As mentioned earlier in this study, Ponterotto et al. (1998) reported that the internal consistency, the reliability of the recall examinations, the criterion and the convergent validity were examined throughout the development process of the scale. TMAS had credibility coefficient Cronbach's alpha 0.86 and in three weeks test-retest examination which was operated with a sample of 16 students of Pedagogics, the credibility coefficient was found 0.80 (Ponterotto et al., 1998). Other studies claimed credibility coefficient Cronbach's alpha 0.82 (Cicchelli & Su-Je, 2007).

4.4.2 Reliability Control of the TMAS

The reliability of the questionnaire was calculated with the test-retest method (test-retest). A different group of teachers (N = 30) completed the questionnaire

twice during a month as a result of which a high consistency coefficient came out ($r = 0.74$, $p < 0.001$). Besides, the internal consistency method was applied where Cronbach's alpha coefficient was calculated in order to check the stability of the answers for every single criterion of the questionnaire. The scale's consistency coefficients (Cronbach's alpha) are presented in Table 4.9. According to Table 18, the consistency coefficients Cronbach's alpha fluctuate from 0.68 to 0.75. Consequently, the Scale can be assumed as reliable and suitable for adaptation to Turkish Cypriot foreign language teachers.

Table 4.9. Consistency coefficients CA of TMAS

Scales	Cronbach's Alpha
Teachers attitude towards multiculturalism	0.71
Competency of teaching in multicultural classrooms	0.68
Multiculturalism in educational system	0.75

4.4.3 Construct Validity of the Scale

The construct validity of the Teacher Multicultural Attitude Survey, TMAS, was confirmed by exploratory factor analysis. The sample was consisted of 254 foreign language teachers (Table 4.8). Any factor loadings below .40 were excluded from the measurements. The same procedures with the TCMLAES were followed. Likewise, Kaiser-Meyer Olkin (KMO) value was tested to confirm the suitability of the data and sample for factor analysis and Barlett's test was used to test the sample adequacy (See Figure 4.2. for results).

4.5 Findings

Three factors were generated at the end of the factor analysis explaining 52.4% of the total variance (Figure 4.3) Teachers attitude towards multiculturalism, 2) Multiculturalism in educational system and 3) Competency of teaching in multicultural classrooms. The items in the first factor named “Teachers attitude towards multiculturalism” were rotated via varimax rotation technique, it was seen that the factor loadings of the items ranged between .488 and .834. The variance explained by this factor solely was 9.61%. The rotated factor loadings of the second factor, Competency of teaching in multicultural classrooms, ranged between .501 and .771, and it explained 10.14% of the variance. The factor loadings of the third factor

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,578
Approx. Chi-Square		390,072
Bartlett's Test of Sphericity	Df	190
	Sig.	,000

Figure 4.2. KMO and Bartlett's values for TMAS

	1	2	3
Q2	,834		
Q9	,776		
Q10	,764		
Q13	,753		
Q12	,558		
Q1	,523		
Q19	,510		
Q18	,488		
Q11		,771	
Q14		,734	
Q5		,662	
Q6		,602	

Q8			,589	
Q7			,563	
Q16			,501	
Q17				,734
Q15				,722
Q4				,677
Q3				,598
Q2				,550
Eigenvalues	4.432	2.347	1.534	
% of Variance	9.61	10.14	32.65	
Cumulative%				52.4

Figure 4.3. EFA findings

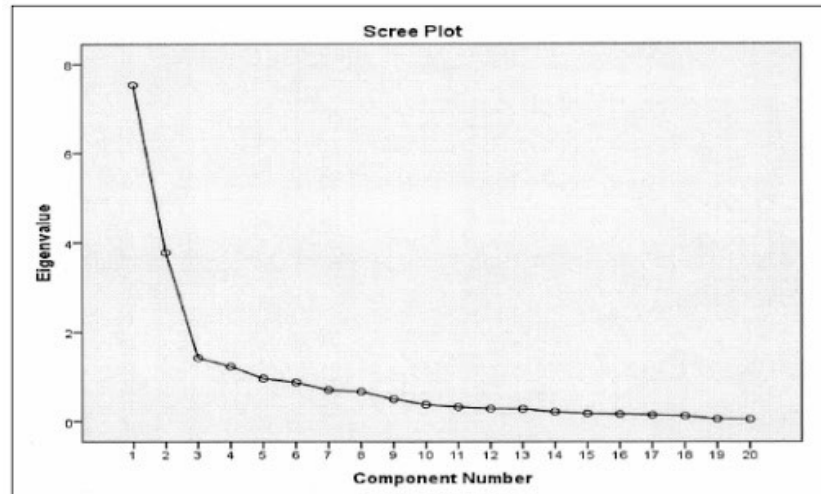


Figure 4.4. Scree plot

“multiculturalism in educational system” ranged between .550 and .734, and this factor explained 32.65% of the variance.

The scree plot (Figure 4.4.) also illustrated that three items had significantly contributed to the explained variance and after the third factor; the contribution of other factors seemed to be too close and small. The structure of the Turkish Scale (Figure 4.5) does not absolutely correspond with the structure of the initial one, something that is acceptable since the cultural characteristics of every population

may differentiate to a great extends. While the first factor “Teachers attitude towards multiculturalism” also exists in the initial Scale, the other two factors appear in the Turkish version of the Scale. The second factor “Multiculturalism in educational system” was generated possibly due to the fact that the Turkish Cypriot society may

ÖĞRETMENLER İÇİN ÇOK KÜLTÜRLÜLÜK YAKLAŞIM SKALASI				
Teachers attitude towards multiculturalism				
1. Öğrencilerinin kültürel arka planlarıyla ilgili farkındalık sahibi olmak	1 2 3 4 5			
öğretmenlerin sorumluluğudur.				
2. Etkili bir öğretmen olabilmek için öğretmenin sınıftaki mevcut kültürel	1 2 3 4 5			
farklılıkları farkında olması gerekmektedir.				
3. Çokkültürlü farkındalık eğitimi bana farklı öğrenci nüfuslarıyla daha	1 2 3 4 5			
etkili bir şekilde çalışmam için yardımcı olabilir.				
4. Öğretme yöntemleri kültürel olarak çeşitlilik barındıran öğrenci gruplarının	1 2 3 4 5			
ihtiyaçlarını karşılayacak şekilde uyarlanmalıdır.				
5. Kültürel olarak farklı arka planlara sahip öğrencilerin ihtiyaçlarını	1 2 3 4 5			
karşılayabilmek için, öğretmenlerin rolünün de yeniden tanımlanması				
gerektiğine inanıyorum.				
6. Öğretmenler için çok kültürlülüğe yönelik eğitim almaları gerekli	1 2 3 4 5			
değildir.				

Figure 4.5. TMAS adapted into TRNC

not have great awareness or/and experience towards the multicultural education yet. It has been referred in the literature that the differences in the Scale may be observed in different social environments which do not have a longtime experience of conjunction with nationally cultured differentiated people (Bostic, 2006) since legal adjustments and state policies may also shape the social environment. Finally, the

third factor “Competency teaching in multicultural classrooms” may be related to the pre-service or in-service teacher training of teachers in TRNC.

As already mentioned, educational politics of the TRNC has adopted and still maintains the assimilative education model at all the education levels since 1974. Furthermore, early attempts of introducing and adopting multicultural and multilingual pedagogies in national education system of TRNC were as mentioned in the first section of this study, without the existence the adequate infrastructures, analytic education programs, school textbooks, pre- and in-service teacher training and further education concerning the operation of the specific models till today. During the focus group discussions at the very first stages of the development of the TCMLAES, teachers notably stated that they do not have adequate training or competency to teach multiculturally and multilingually varied populations in classroom. Therefore in turn, it would be fair to conclude that their incompetency in managing the multidimensional nature of multicultural classroom may also affect their attitude towards it and vice versa. In light of the validity and reliability measurements explained and justified in detail above, the final version of TMAS as adapted into this context is illustrated in Annex 6 and an excerpt is illustrated below.

4.6 Conclusion

The purpose of this study was to report on the empirical adaptation of the Teacher Multicultural Attitude Survey (TMAS)” developed by Ponterotto, Baluch, Greig, & Rivera (1998), into the Northern Cyprus context for Turkish Cypriot teachers. The reliability and validity of the “Teacher Multicultural Attitude Survey (TMAS)” was examined for the evaluation of Turkish Cypriot teachers’ multicultural attitudes. The Turkish version of the questionnaire was administered to 254 teachers from different regions of TRNC and its validity and reliability were tested. The data

analysis led to a three-factor structure. The results indicated that the Turkish version of the “Teacher Multicultural Attitude Survey (TMAS)” is a reliable psychometric tool and can be used to evaluate Turkish Cypriot teachers’ attitudes toward multiculturalism. The scale accounted for %52.4 of the total variance and the consistency coefficients Cronbach’s alpha of the scale fluctuated from 0.68 to 0.75. As a result, the Scale can be assumed as reliable and the same goes for its adaptation to Turkish Cypriot foreign language teachers.

Due to the relatively limited sample and population in the region, confirmatory factor analysis (CFA) couldn’t be conducted which could be counted as a significant negation. EFA, however, is deemed appropriate when the purpose of investigation is to generate create a measuring instrument mirroring a meaningful underlying latent dimension(s) or construct(s) represented in the observed variables (Fabrigar and Wegener 2012; Hair et al. 2010) and CFA is generally used to test the EFA-derived hypothesis in terms of dimensionality and number of factors (Chyung et al. 2017). Based on the outcomes of the EFA, the scale is valid to be tested and adapted for research and practice abroad.

Teacher preparation programmes can utilize this adapted scale to examine the multicultural attitudes of teachers for teacher education programmes. In other words, the scale is useful for assessing improvement of pre-service and in-service teachers’ level of awareness on multiculturalism. In a broader context, the scale could especially be considered as potentially efficient to improve and upgrade literature on multicultural awareness in similar contexts which would undoubtedly contribute to the international know-how considering multilingual and multicultural teacher education.

4.7 3rd Section: Teachers' Critical Multilingual Language Awareness in Education Scale (TCMLAES)

Reliable and valid measurement is highly critical in scale development and validation and therefore it is significant to conduct and report findings in a reliable manner to enhance and ensure the replication of the findings. For this reason, “Author Guidelines for Reporting Scale Development and Validation Results” (Cabrera-Nguyen, 2010) were followed to report the findings of this survey.

4.7.1 Exploratory Factor Analysis

Factor analysis has two major different categories which are exploratory factor analysis and confirmatory factor analysis (CFA). Exploratory factor analysis (EFA) allows the researcher to reduce the number of variables of a scale, detect and assess unidimensionality of a theoretical construct, evaluate the construct validity of a scale, examine the relationships between variables and develop theoretical constructs (Williams et al., 2010). Both techniques are used in scale development and scale adaptation studies. It is generally suggested by the literature to use both methods combined in scale development if possible, where the order should be EFA followed by CFA to discover the latent structure (Orçan, 2018). However, a big deal of research also recommend EFA over CFA for scale development due to the possibility researchers are incorrect about their assumptions regarding construct's dimensionality as well as to also ensure item quality (Carpenter, 2017).

In this study, only EFA was used for both scale development and scale adoption because a CFA should be run with a separate set of data or sample different from the EFA data set (Orçan, 2018) and the whole population for this specific study consisted of 369 participants where 254 of these formed the data set of the EFA. In

other words, more than half of all participants were used for EFA and enough number of participants were not available for composing another data set for CFA. Additionally, EFA was preferred over CFA due to its advantages mentioned above regarding the detection of relationships between variables, unidimensionality and number of factors.

4.8 Data Analysis

The data were collected within six months between October 2019- March 2020 and analyzed using IBM SPSS software version 22. Exploratory Factor Analysis (EFA) and Cronbach's Alpha were used to examine the data as illustrated in Figure 4.6. There were three aspects needed to be checked before determining the appropriateness of the data for factor analysis which were sample size, factorability of the correlation matrix and the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy or Bartlett's Test of Sphericity (BTS) Sample size was already discussed in this study. The sample size for this study (254) and the limitedness of the sample size for this specific study were already discussed. Most studies recommend that the sample size should be greater of 5 times the number of variables (MacCallum et al., 1999), therefore the suitability of the sample size in this study was fairly acceptable. Sampling adequacy and factorability of the data were measured by KMO and BTS. Before the analysis was carried out, Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity (BTS) values were checked and the results are as follows: KMO is recommended to be over .50 and the result is claimed to be even better as its get closer to 1.00 (0.90 excellent, 0.80 very good, 0.70 good, 0.60 poor and 0.50 acceptable) (Chan & Idris, 2017). After consulting two stasticians, the KMO value was accepted as bearly acceptable since ,592 could be rounded off to ,6. On the other

Purpose	Statistical Measures Used
Construct Validity	Factor Analysis: EFA
Reliability	Cronbach's Alpha

Figure 4.6. Summary of data analysis methods

hand, BTS must be significant at $\alpha < .05$ to assume the factorability of the correlation matrix and the value illustrated above suggests that the data is factorable in this case. Besides, the results provided for all items had communality above 0.30 (Chan & Idris, 2017) ranging from .514 up to .742 The correspondence index for EFA are shown in Table 4.10.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,592
Approx. Chi-Square		6234.455
Bartlett's Test of Sphericity	Df	276
	Sig.	,000

Figure 4.7. KMO and BTS values before EFA

4.8.1 Findings of the EFA

It was started with EFA to assess the underlying factor structure and refine the item pool. Results from the reliability analysis presented above indicated that the overall mean score, standard deviation and Cronbach's alpha were 128,38, 11,734 and .811 respectively. Initial Cronbach's alpha value was .713. After item 15, and 36 were deleted, the reliability score increased up to its final score .811. Given these

overall indicators, EFA was then conducted with 48 items using principal component analysis, Varimax rotation and extraction based on the Eigenvalue and scree plot (Figure 4.8.) were used to determine the number of factors for the scale.

Table 4.10. Correspondence index for EFA

Indicators	Cut-Off Value	Source
KMO Excellent: ≥ 0.80 , Very good: ≥ 0.70 , Good: ≥ 0.60 , Poor: ≥ 0.50 , Barely Acceptable: < 0.50	Recommended value of 0.50 at least	Chan & Idris, 2017
Bartlett's Test of Sphericity	Significant at $\alpha < .05$	Chan & Idris, 2017
Communalities	> 0.3 > 0.4 > 0.5	Gaskin (2012), Chan & Idris (2017)
Factor Loadings	Significant factor loading based on sample size	Chan & Idris, 2017

The factors having an Eigenvalue of greater than 1 were selected. At the end of the principal component technique, 12 factors seemed to have Eigenvalues greater than 1 for 48 items. The total variance generated by these factors was found to be 62.15%. (Annex 7). The scree plot is illustrated in Figure 4.8.

As could be seen from the scree plot, six factors had significantly contributed to the explained variance and after the sixth factor, the contribution of other factors seemed to be too close and small. Therefore, the EFA was decided to be repeated for six factors since the number of factors predefined in the scale development phase

was six. Subsequently, the factor loadings were examined and any loadings below .45 were eliminated (Tabachnick & Fidell, 2014). Overlapping factors loading to more than one factor were also omitted from the scale and analyses were continuously repeated each time. Consequently, 20 items out of 48 were removed from the scale and a scale of 28 items was obtained at the end. EFA was then repeated after the removal of 20 items and it was found out that the scale had six factors explaining the 62.15 % of the total variance. In other words, principal components analysis and varimax rotation in EFA illustrated that a six-factorial

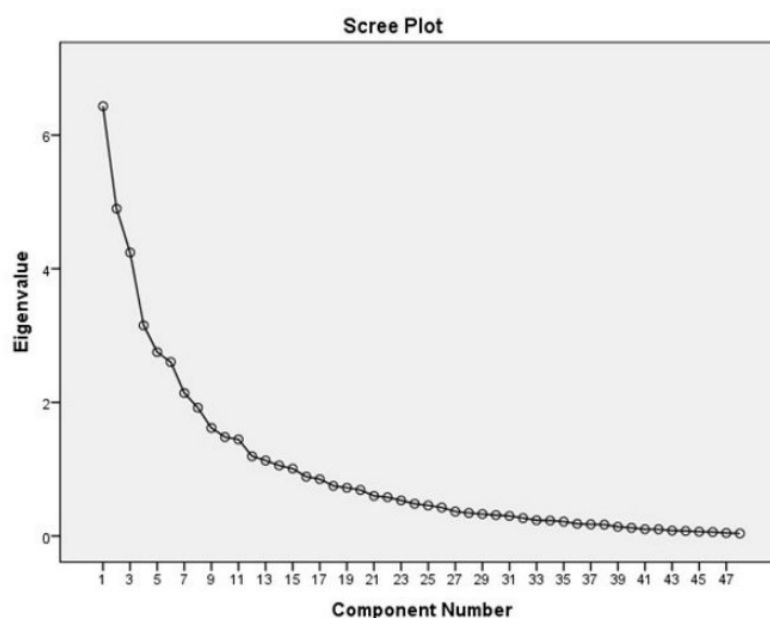


Figure 4.8. Scree plot for TCMLAES

construct explaining 62.15% of the total variance was congruent with the theoretical foundations and could therefore indicated as interpretable. Annex 6 illustrates the EFA results of the TCMLAES.

The factor rotation illustrated that the first factor (educational policies) included 7 items, the second factor (educational settings) 4 items, the third one

(benefits) included 5 items, the fourth one (professional development) 4 items, the fifth one (anxiety) 5 items and the sixth factor (students' motivation) 6 items. Yet, after the evaluation and interpretation of EFA results, 3 more items were deleted and eventually a 28-item scale was generated.

The items in the first factor of the TCMLAES named "policy making for foreign language education (FLE)" were rotated via varimax rotation technique, it was seen that the factor loadings of the items ranged between .607 and .762. The variance explained by this factor solely was 17.826%. The rotated factor loadings of the second factor, education setting, ranged between .488 and .738, and it explained 15.085% of the variance. The factor loadings of the factor "benefits" ranged between .520 and .775, and this factor explained 11.804% of the variance. The factor loadings of the items in the "professional development" were between .502 and .734, and it explained 9.731% of the variance. In the anxiety factor, the factor loadings of the items ranged between .551 and .737, and the factor loadings of the items in the "students' motivation" factor were between .460 and .749. These factors explained 8.652% and 7.593% of the variance respectively. Although there are different boundary values regarding common factor variance in the literature, it is proposed that the items whose common factor variance is below .45 are a significant indicator of heterogeneity and this means that these items must be removed from the scale (Tabachnick & Fidell, 2007).

4.8.2 Reliability

For the reliability of the study, Cronbach's alpha reliability coefficients were determined for its factors, as are presented in Table 4.11. The measurements whose reliability coefficients are equal to or above .70 are accepted to be reliable (Bernardi, 1994), and for the scales consisting of a small number of items, .60 and above can be

accepted as sufficient for reliability (Sipahi, Yurtkoru, & Çinko, 2010). In light of these studies, the TCMLAES can be accepted to be reliable.

Table 4.11. Cronbach's alpha reliability coefficients

	Factor 1 (educational policies)	Factor 2 (educational instruments)	Factor 3 (benefits)	Factor 4 (professional development)	Factor 5 (anxiety)	Factor 6 (parental involvement)
Cronbach's Alpha	.686	.653	.782	.863	.676	.801

4.8.3 Findings on Item Discrimination Index

The item discrimination index refers to the difference in performance between groups or the degree to which an item differentiates between respondents on a construct (Boateng and Young 2018). In this study, the item test correlation was conducted to determine the relationship between the score obtained from the scale and the score gathered from the items which is also used to interpret to what extent the scale items distinguish the individuals based on the characteristic being assessed. As the literature suggests, items with an item total correlation value of .30 and above is accepted to distinguish individuals at a good level, items with item total correlation between .20 and .30 can be retained or can be reviewed and items with item total correlation below .20 should be excluded from the test (Büyüköztürk 2013).

An additional independent groups t-test was conducted between the item average scores of the lower and upper groups based on the total test scores and the scores of each item were listed from the highest to lowest score so that the distinctiveness of each item in the scale could be identified. After arranging the

scores so that 27% ($n = 69$) of the high scores end constitute the upper group and 27% ($n = 69$) of the low scores end constitute the lower group, the independent groups t-test was conducted (Annex 9) to determine whether the difference between the averages of the two groups were significant. According to the independent groups t-test, a $p < 0.01$ level significant difference existed between the upper and the lower group score of each item which leads to the interpretation that the scale items could be qualified as distinctive.

As could be observed from Table 4.12, items 10, 20 and 29 had an item-total correlation value of .89, ($p > .001$) .76 ($p > .001$) and .81 ($p > .001$) respectively and a t values below .20, it was decided to exclude these three items from the scale. Following the elimination of items 10, 20 and 29, all remaining items seemed to have t -values significant at the $p < .001$ level ranging between .89 and .38. These findings illustrate that the items have high reliability and score items distinguish between respondents in terms of their awareness levels on multilingual education and there also exist items that measure the same attitude or behaviour. Relying on the statistical analyses, the final version of the scale (Annex 10) consisted of 28 items and a final Cronbach's alpha reliability coefficient was calculated.

4.9 Discussion and Conclusion

The findings of the first section of this study unveiled that hegemonic-imperialist practices unequivocally prevail on the education system of Northern Cyprus (NC) as the by-products of Western-propelled language politics despite governmental manifestations on contemporary pluralist policies in foreign language teaching (FLT). NC as a contact zone with a conflictual context (Tüm & Kunt, 2016 2021) has been struggling with the swiftly changing parameters of a politically underprivileged multilingual territory under international embargo where pluralistic

pedagogies embellished with nationally monoglossic discourses contaminate the language planning trends. Based on the critical findings of the first and second sections, the third part of the study aimed at empirically developing and validating a critical instrument to measure foreign language teachers' (FLTs) awareness on the inclusion of multilingual learners for an integrated language policy in a unique context with omnifarious entanglements. The 28-item scale was developed by examining the multicultural and multilingual literature subsequently being resorted to expert opinions and pre-testing. The scale accounts for %62.15 of the total variance and had six factors with a Cronbach's alpha internal consistency reliability value of .811. The scale is theoretically grounded and has been empirically validated. Although the scale was developed for and tested in Northern Cyprus, the scale items are generic and it stands as a potentially useful tool to be used in other research contexts. Due to the relatively limited sample and population in the region, confirmatory factor analysis (CFA) couldn't be conducted which could be counted as a significant negation. EFA, however, is deemed appropriate when the goal of research is to create a measurement instrument that reflects a meaningful underlying latent dimension(s) or construct(s) represented in observed variables (Fabrigar and Wegener 2012; Hair et al. 2010) and CFA is generally used to test the EFA-derived hypothesis in terms of dimensionality and number of factors (Chyung et al. 2017). Based on the outcomes of the EFA, the scale is valid to be tested and adapted for research and practice abroad.

Chapter 5

SUMMARY

This chapter will capture some essential ideas from all three sections included in this research and propound a holistic summary of the content and crucial findings of each section as a general integrative conclusion since each section already involves an elaborated conclusion part. These parts will subsequently be followed by limitations, and implications and this current research will then be finalized by some recommendations purported for further research.

The first section of this study collected data on internationalism, migration and education in multicultural and multicultural contact zones authenticated that although governmental manifestations reiterate the urgent necessity of contemporary pluralist policies in foreign language teaching (FLT) in Northern Cyprus, hegemonic-imperialist practices unequivocally prevail on the educational system of the island which has already been struggling with the swiftly changing parameters of the country. The second section embodied the adoption of TMAS (Ponterotto, 1998) into the Northern Cyprus context where a final, 3-factor multidimensional scale with 20 items were created and this adopted version of TMAS provided insights for the construction of the items to be employed for the third section.

Based on the findings of the first and second sections and previous research on the related literature, the purpose of the third section of this current study was to unveil FLT's dispositions regarding the current educational entanglements in TRNC and by building on the data, to develop and validate an instrument to determine the

awareness of FLTs on the inclusion of multilingual learners into their teaching routines and curricula. Interiorising the critical viewpoint of the 21st century, items capturing the concept of critical multilingual language awareness (CMLA) were generated through a postmodernist and normative-humanistic lens based on neoliberalism, internationalism, and pluralism. The 48-item 5-point Likert scale was tested by 254 FLTs and Exploratory Factor Analysis suggested a final 28-item multidimensional scale composed of six factors. The Cronbach's alpha internal consistency coefficient for the scale was determined as 0.811. Thus, the scale is potentially useful for assessing pre-service and in-service teachers' level of CMLA ameliorating the literature on know-how of teacher education.

5.1 Conclusion

Th data from the first part of this study has illustrated that Northern Cyprus still remains relatively untouched in terms of its gradually intensifying heterogonous demographics and its repercussion on education through emphasizing that teachers' skills and awareness would transform social mobility and student empowerment and pluralistic courses are the new sine qua non of teacher education programs. The findings of the first and second parts of this research were then employed as an initial groundwork towards gathering the much needed data for the constructon of a new scale that that would be the initial step towards helping improve, restructure or revolutionize the multilingual and multicultural pre- and in-service teacher education programmes and thus pluralist education approaches in NC. Whereas first section illustrated the necessity for an anti-racist pluralist pedagogy for secondary education level in NC, related steps taken at political and educational levels seemed to be obviously insufficient in terms of implementation and assessment which were also in line with the outcomes of the second and third

sections. Both students and teachers signified vital challenges at political, educational, financial and socio-cultural levels also supporting and contributing to each other's statements. Based on the finding that there has been a gradually increasing number of MRS population in the country, various entanglements have been also unveiled such as lack of sufficient funding to state schools and physical inadequacy of classrooms, lack of psychological counselling for MRS, poor communication opportunities between MRS' parents and school administrations and therefore inadequacy of parental involvement in education, lack of opportunity for MRS to use their mother-tongue in their learning processes, Eurocentric curricula and hegemonic content of coursebooks bringing about cultural and linguistic imperialism, racist and prioritizing practices in favour of Whiteness, significance of the "sense of belongingness" from learners' perspective to ensure successful integration and inclusion in education against "alienation" and the role of multilingually-multiculturally aware FLTs in foreign language education were some of the striking outputs in terms of the first section of this study. The third section, which was built upon the first and second sections, provided the whole education sector with a new scale to be utilised for professional development and needs analysis for pre- and in-service teacher training curricula. Major stakeholders such as NGOs, unions, Ministry of Education, pre and in service teachers as well as pre-service teacher education programmes may employ these findings as a roadmap to ameliorate the currently-encountered entanglements in foreign language education and generate a national foreign language education policy as had been indicated during the V. National Education Council. Especially in top-down systems such as what we have in Northern Cyprus, pedagogies, curricula and needs analysis have to become official state policies so that classroom practices can become standardized

and thus the lower layers of the pyramid can reciprocally feed the very top stratum of the whole structure.

5.2 Teacher Implications: The impact of a New Scale on an Integrated Language Policy

Although “language across the curriculum” and “languages for all” have long existed as concepts helping us to generate concrete syllabuses within the framework of an integrated language policy, these concepts have unfortunately been less obvious in practice than in theory. Still, many national language planning and curricula fail integrating the schooling languages with the foreign languages being taught, one of which is NC (Sakallı & Kunt, 2021). Generally, disregarding substantial concepts such as mother-tongue and the acquisition of literacy, the languages of schooling, incorporating code-switching and home or immigrant languages into language planning essentially forge the core of a range of problems for educators on the way to an equitable and non-discriminatory language learning for all.

Consequently, teachers are the most significant determinant in the educational system. The quality of teaching and learning provision seem to be the most salient influences on students’ cognitive, affective and behavioural outcomes of schooling since evidence-based research purports that quality teachers and teaching bolstered by strategic professional development are what matters most (Rowe, 2003). As suggested, an integrated language policy for schools as a new kind of paradigm requires a collective understanding on the part of teachers and a review of teacher education (King, 2018). Especially newly emerging paradigms such as MLA and CMLA requires teachers to develop new skills to create a more holistic approach in

foreign language teaching which would be open to all socio-economic groups and to do this, they will need strategic professional development. Additionally, teachers' understanding of multilingualism and how languages that migrant and refugee learners have access to may affect the pattern of migration as well as their integration and contribution to the host countries accentuates the momentous role of teachers' awareness in prospective language policy-making attempts. At the end of the day, "all teachers are language teachers" (King, 2018, p. 31) and in the educational sphere, any systematic change would need the dialogue among teachers and their awareness on multilingualism and multiculturalism as two key common key concepts of post-modernist and neo-liberal theories.

As previous research and data collected for the item generation process of this tool suggest, teacher education programmes and multilingual education policies and practices in Northern Cyprus face serious challenges with regard to preparing teachers for the diverse students groups of the 21st century. This surely leads us the question of pre-service and in-service teachers' multilingual awareness and their capacity to deal with heterogeneous populations with varied demands by linking a range of existing strands of education with their contextual facts and variables. This initial scale could be utilized as an effective vehicular to examine the MLA and CMLA level of teachers at the beginning of teacher education programmes and to observe if it is possible to upgrade their level of awareness before they are immersed into the national educational systems. In other words, the scale could be the bonding tool between the existing literature and the local determinants and variables within the framework of local language planning processes. In a broader context, this new scale introduces completely novice opportunities for researchers, educators and policy-makers in terms of a change in three broad areas: plurilingual education,

policy-making and teacher education. Therefore, it could especially be considered as a potentially effective vehicular to improve and upgrade the literature on MLA and CMLA in similar unique or politically underprivileged contexts where the scarcity of international academic research creates an inestimable field of inquiry for researchers. This site would undoubtedly contribute to the international know-how considering multilingual teacher education, especially in contact zones with mostly unpeered parameters in urgent need of more intensive and rigorous investigation such as NC.

5.3 Limitations

Questionnaires on Multilingualism and Multiculturalism in Northern Cyprus Context (TCMLAS and TMAS) were administered only to foreign language teachers working at secondary level education in Northern Cyprus. Therefore the sample size had to be limited to 363 teachers which makes the conduction of a common factor analysis (CFA) impossible since exploratory factor analysis and common factor analysis (EFA) requires completely two different data sets and 254 of the total number of foreign language teachers in TRNC (363) were already utilised for EFA. This may also cause the margin of error and standard deviation to be relatively higher.

5.4 Recommendations for further research

Further research could amalgamate parents, policy-makers, school administrations, teachers, and social partners for deeper insights from all stakeholders. Similarly, researchers could also investigate how government, municipalities, and NGOs could cooperate to create better resources for schools so that they can provide meaningful, equal, and high-quality education for all students

as well as integrating contemporary discourses into teacher education programs. Moreover, the adopted version of TMAS and TCMLAES may be administered to a different population when enough number of participants can be gathered in near future so as to conduct a further CFA and provide further insights into the validity of both scales. These scales could also be utilized to shed light on teachers' perspectives and awareness of multiculturalism as well as multilingualism in education both at pre-service and in-service levels so that teacher trainings and professional development facilities might be designed and organised accordingly. Consequently, this study represented significant insights into MRS' feelings towards the national education system in Northern Cyprus that can be used as a road map by policy-makers and social partners and two new scales to be used for multiple purposes, specifically for teacher education and curriculum design.

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APPENDICES

Appendix A: Focus Group Discussion Protocol

Purpose

The purpose of this protocol is to guide focus group discussions (FGD) with foreign language teachers at secondary education in TRNC on the multilingual and multicultural teaching practices and pedagogical implications. The objective of these FGDs is to consult the teachers in view of creating an overview of the current problems regarding the education system in TRNC in term of the growing multilingual and multicultural populations at schools and setting a ground for providing solutions to these.

I. CONDUCTING a FGD

PART 1: WELCOME AND INTRODUCTION (10 min)

1. Welcome participants: Good morning/afternoon. Thank you for taking the time to join us for this discussion today.

2. Introduce yourself: My name is _____, and I'm here on behalf of _____ (school) _____, working as _____ (field) _____.

3. Explain purpose: We are conducting a series of discussions with the foreign language teachers at secondary education in TRNC to learn from each other about: (1) current problems at secondary education in TRNC regarding multilingual and multicultural populations at school, and (2) previous experiences on managing multilingual and multicultural classrooms. We will discuss/focus on (1) how we can manage mobile populations at school environments in the most suitable way; (2) obtain your advice regarding a possible ground for providing remedies; and (3) how we can encourage all members of the community to help make these remedies successful and efficient.

4. Explain your role: In an hour, I will be asking questions. I would like to listen to your points of view in this room and I will not take part in the discussion. I will facilitate the discussion and my friend is going to observe and take notes as we go along.

5. Ensure Confidentiality: Please call each other by using the first names. We would like to ensure your confidentiality; we are interested in your comments and views and not in the people. We kindly ask you to respect it the same way. If you would like to tell us another relevant story from your community, please do so by protecting the privacy of the people included or any detail that might reveal their identities.

6. Begin with introductions and ground rules: We will have about an hour and a half for our discussion and we will be taking a brief break about halfway through. Given our time constraints, I will ask everyone to stay on the topic so we can address the task at hand to identify areas for further improvement. We want to hear from all of you no matter how trivial your comment may be to you. Please take turns while talking and speak your mind. We want to hear your actual opinions on the topic. There are no right or wrong answers. The more ideas we hear, the better. Please respect one another's opinions and don't be offended if we have to move the conversation on since we have a limited amount of time.

PART II: DISCUSSION QUESTIONS

1. Participant Background Information (10 min.)

- How long have you been a teacher?
- What is your mother tongue and which languages can you speak?
- What is your academic level?

- Rank your knowledge about multilingualism and multiculturalism (1 no knowledge, 5- expert)

- How much time per week do you spend with multicultural classrooms?

2. Secondary Education System in TRNC (25 min.)

- How much do you know about the fundamental principles and underlying philosophy of the foreign language programme at secondary education?

- What is / must be the essential objectives of the foreign language programme at secondary education?

- Do you know about the percentage of migrant & refugee students at secondary schools in TRNC?

- (Facilitator briefly explains other education systems in countries highly populated by migrant and refugee students) Have you had any idea about these applications/ approaches in other countries? Do you think these approaches would also be fully/partly efficient or fruitful in TRNC?

- How can we benefit from similar practices and research in the field?

- Do you think laws and regulations in TRNC ensure equal opportunities for all learners in the country? If not, what kind of precautions / steps needs to be taken to improve the learning experiences of immigrant & refugee students?

3. Experiences and Perspectives on Multilingualism & Multiculturalism (30 min.)

- Are your classrooms densely populated by migrant & refugee students?

- For how long have you been teaching in multicultural & multilingual classrooms?

•Please tell us about the problems you have to manage in class regularly specifically caused by different languages spoken in your class or cultural differences between you and your students?

•How do you deal with such language & cultural barriers in class?

•How do you feel when you and your students have no language to speak in common?

•Have you personally developed any strategies, methods to improve your skills in class as a teacher in terms of including these students into your daily teaching practices?

•Do you think your school administration takes responsibility to support these students? If yes, how?

•Do you think your school administration make organisations or events to strengthen intercultural competence of students at school or improve friendly relations among all students?

•Do you encourage your students to use their mother-tongue in class?

•The content of course books are rich and equipped with different cultural images. Do you agree or disagree and why?

•Do you think working with multicultural & multilingual classrooms improve empathy between you as a teacher and you students?

•Parent-teacher meetings take place as much as needed and are supported by the school administration. Do you agree or disagree and why?

•Do you think parents are eager to participate in these meetings and to encourage their kids to learn foreign languages?

- Parent-teacher meetings take place as much as needed and are supported by the school administration.

- The government takes necessary steps to improve the learning experiences of MRS.

- Parents are eager to participate in these meetings and to encourage their kids to learn foreign languages.

4. Teacher Education (10 min)

- Do you often have opportunities to participate in teacher training programmes on enhancing teachers' knowledge and awareness on multiculturalism & multilingualism?

- Does the Ministry of Education sufficiently organize pre-service and in-service training programmes on multilingualism & multiculturalism?

- Do you think the teacher training programmes you once joined and successfully completed now help you create effective and instant solutions in class when you face a challenge?

- How do you think the contemporary teacher training programmes should be designed today? Which facts should be taken into consideration when designing curricula for teacher training programmes?

5. Other questions & comments? (5 min)

PART III: WRAP UP (5 MIN)

6. Summarize key points: Encourage a consensus: Let's summarize what we have discussed, you think _____. Do you believe this covers the fundamental points of what was said today?

7. Thank participants, inform them about next steps: Thank you again for coming today. Your comments and thoughts that you shared today with us are

important to us and hopefully they will be used for the constitution of a better education system in TRNC for all learners. Thank you for helping us in planning this. We will make sure to take your opinions into consideration while interpreting our research findings and setting the groundwork to offer solution plans to the problems we face in education.

Appendix B: Observation Protocol

Date and Time: _____

Amount of time observed: _____

Subject/ Grade Level: _____

Description of the classroom:

Number of Minorities / Majorities: _____

Student Behaviours: _____

- | | | |
|--|-----|----|
| 1) Most students participate in activities. | Yes | No |
| 2) Students interact with each other around non-academic
and non-academic issues. | Yes | No |
| 3) Students hesitate when entering into discussion / activity. | Yes | No |
| 4) Students do not hesitate to ask questions to the teacher. | Yes | No |
| 5) Students invite each other to play during break times. | Yes | No |
| 6) Especially MRS prefer playing alone. | Yes | No |
| 7) All students are present in class regularly. | Yes | No |
| 8) All students seem to be accepted by each member of
class as a part of the class. | Yes | No |

Teacher behaviours:

- | | | |
|---|-----|----|
| 1) Clearly explains all activities in simple words for all
students. | Yes | No |
| 2) Utilizes authentic material to create real situations to
enhance meaningful learning. | Yes | No |
| 3) Teacher talks most of the time. | Yes | No |

4) Teacher encourages students to talk.	Yes	No
5) Teacher encourages students to ask questions.	Yes	No
6) Teacher tries to learn at least a few words in students' mother tongue to make communication easier and make them feel more comfortable in class.	Yes	No
7) Teacher often checks MRS to make sure they can follow the activities and instructions.	Yes	No
8) Teacher utilizes cooperative strategies such as grouping and peer work to enhance communication between students.	Yes	No
9) Teacher tries to have conversations with students out of class too.	Yes	No
10) Teacher provides extra supportive material for immigrant students.	Yes	No

REFLECTIONS AND INTERPRETATIONS

1- Overall, what happened during classroom observations? Was there any noteworthy moments noticed?

2- What did not happen?

3- Alternative ways the teachers could have overcome language barriers?

4- Characterize students and their attitudes toward the lesson and the teacher.

5- Did students exhibit any notable non-verbal behaviour?

6- Any surprises or concerns?

Appendix C: Interview Protocol

PART I: BACKGROUND INFORMATION (10 min)

- ✓ How old are you?
- ✓ Where are you from? What is your home country?
- ✓ Which languages can you speak?
- ✓ Do you live with your parents?

PART II: PERSONAL EXPERIENCE (20 min)

- ✓ How long have you been in Northern Cyprus?
- ✓ Do you like being in Cyprus? Where were you before?
- ✓ How long have you been in this school?
- ✓ Do you have friends, who are your friends?
- ✓ Do you have problems with your friends or teachers?
- ✓ What do you do during free times at school and out of school?
- ✓ Did you take any language courses before you attended school in

TRNC?

- ✓ Do your parents often come to school?
- ✓ Do you regularly do your homework?
- ✓ When you need help, whom do you ask for it?
- ✓ Do your teachers help you during lessons?
- ✓ Do your teachers talk to you out of classroom?
- ✓ Can you talk to your teachers in your mother-tongue?
- ✓ How much can you use your mother-tongue in class?
- ✓ When you have a problem, can you easily find someone to talk to?
- ✓ Are multicultural events often organised in your school?

Appendix D: Initial Items Pool for TCMLAES

	Pre-test for Content Adequacy Assessment Phase	Internal Consistency Phase	Construct Validation Phase
THEME 1: POLICY MAKING FOR FOREIGN LANGUAGE EDU.			
Küçük yaştan itibaren eğitim sisteminin temel amacı sadece üniversite giriş sınavlarına odaklanmak yerine çok dilli öğrenciler yetiştirmek olmalıdır.	Reworded as “ilkokuldan”	Erased	
Multilingual students should be trained as internationally-minded language users	Deleted due to obscure meaning in Turkish	Retained	Erased
Çok dilli eğitim gören öğrencilerin iyi “diller arası geçiş yapabilme” ve “diller arası farkındalık” becerilerine sahip olması gerekmektedir.	Retained	Retained	Erased
Öğrenciler çok dillilik farkındalık düzeyi yüksek dil kullanıcıları olarak eğitim görmelidirler.	Retained	Retained	Erased
Kuzey Kıbrıs’taki yabancı dil programlarının, diğer Avrupa ülkelerinde takip edilen çağdaş dil eğitim programlarıyla uyumlu olduğuna inanıyorum.	Retained	Retained	Erased
Ülkemdeki öğretim yaklaşımlarının / yöntemlerinin / tekniklerinin çok dilli öğrenci gruplarının ihtiyaçlarını	“yöntemler / teknikler” omitted later	Retained	Retained

karşılایacak şekilde adapte edilmesi gereklidir.	at this stage		
Öğrenciler yalnızca İngilizce dilinde iletişim kurmayı öğrenmelidirler.	Retained	Retained	Erased
Kuzey Kıbrıs'ta ilköğretimden orta öğretime kadarki yabancı dil eğitiminin iyi planlanmış ve kaliteli olduğuna inanıyorum.	Retained	Retained	Retained
Çok dilli sınıflarda öğrencilerin ana dillerini kabul etmek ve sınıfta bir öğrenme aracı olarak kullanmalarına izin vermek öğretmenin önemli bir görevidir.	Retained	Retained	Retained
Kuzey Kıbrıs toplumunda çok dilli vatandaşlara ihtiyaç vardır.	Deleted		
Öğrencilerin ana dili açısından çeşitlilik olan sınıflarda proje tabanlı öğrenme, görev temelli öğrenme gibi işbirliği içeren etkinliklerin şu anda genel olarak başvuru olan "grammar" (cümle yapısı) odaklı öğrenmeden daha etkili olacağını düşünüyorum.	"grammar" added later at this stage	Erased	Erased
Kuzey Kıbrıs'taki yabancı dil programlarının çok kültürlü ve çok dilli sınıfların ihtiyaçlarıyla uyumlu olduğuna inanıyorum.	Retained	Retained	Retained
THEME 2: EDUCATIONAL SETTING			
Okulumda farklı dil grupları arasındaki iş birliğini artırmaya yönelik olarak öğrenciler için fırsatlar ve sosyal etkinlikler düzenlenmektedir.	Retained	Retained	Retained
Okulumda kullanılan yabancı dil kurs kitapları çok dilliliği	Retained	Retained	Retained

bir gerçek olarak ele alıp, buna uygun şekilde düzenlenmiştir.			
Kullandığımız ders kitaplarını sınıf ortamına uygun buluyorum.	Deleted		
Binamızdaki panolar çok dilliliği yansıtmaktadır.	Reworded as “duyuru panoları”	Retained	Retained
Ülkemizdeki özel okullarda daha iyi dil eğitimi verildiğini düşünüyorum.	Retained	Retained	Erased
Ülkemizdeki özel okullarda öğrencilerin çokkültürlülük konusunda daha yüksek farkındalık sahibi olduklarına inanıyorum.	Retained	Retained	Erased
Ülkemizdeki özel okullarda çok kültürlü ve çok dilli eğitime daha çok önem verildiğini düşünüyorum.	Retained	Retained	Retained
Özel okullardaki fiziksel şartların (sınıflardaki konfor, öğrenci sayısı, teknolojik araçlar) devlet okullarına göre daha iyi olduğunu düşünüyorum.	“statements in parentheses added later at this stage”	Retained	Retained
Ülkemizdeki özel okullarda öğrenciler için daha uygun bir öğrenme ortamı yaratıldığını düşünüyorum.	Deleted due to lack of information		
THEME 3: BENEFITS			
Çok dilli eğitim gören öğrenciler diller arası geçiş yapabilme becerilerini bir dilden diğerine daha etkili bir biçimde aktarma yetisine sahiptirler.	“bir dilden diğerine” deleted	Erased	
Küçük yaştan itibaren çok dilli eğitim gören çocuklar genel zekâlarını geliştirirler.	Retained	Retained	Retained

Çok dilli eğitim gören öğrenciler iletişimsel stratejilerini bir dilden diğerine daha etkili bir biçimde aktarma yetisine sahiptirler.	Retained	Retained	Retained
Çok dilli eğitim gören öğrenciler öğrenme stratejilerini bir dilden diğerine daha etkili bir biçimde aktarma yetisine sahiptirler.	Retained	Erased	
Çok dilli eğitim gören öğrencilerin iletişimsel yeterlilik düzeyi daha yüksektir.	Retained	Retained	Erased
Çok dilli eğitim, öğrencilerin genel dil becerilerini ve sosyal gelişimlerini iyileştirmektedir.	Comma added due to ambiguity	Retained	Erased
Çok dilli eğitim öğrenilen diğer dillerde öğrenim sürecini ve akademik gelişimi destekleyecektir.	Retained	Retained	Erased
Çok dilli eğitim kültürlerarası yeterlilik ve sosyal becerilerin de geliştirmelerine de yardımcı olacaktır.	“yardımcı olacaktır” reworded as “katkıda bulunacaktır”	Retained	Retained
Toplumda çok dilli bireyler yaratmak nüfus genelindeki empati ve anlayışı geliştirecektir.	Retained	Retained	Retained
Çok dilli bireyler toplumdaki anlayış düzeyini geliştirecektir	Deleted		
THEME 4: PROFESSIONAL DEVELOPMENT			
İş arkadaşlarımanın çok dilliğin farkında ve çok dilliliğin eğitimdeki önemine karşı hassas olduklarına inanıyorum.	Retained	Retained	Retained

Ülkemde çok dilliliğe yönelik farkındalık ve öğretmen eğitime neredeyse hiç vurgu yapılmamaktadır.	Retained	Retained	Retained
Yöneticiler çok dillilik ve çok dilliliğe yönelik farkındalık konularında tüm çalışanlarına kapsamlı hizmet içi eğitimler sağlamakla sorumlu olmalıdırlar.	Retained	Retained	Erased
Bakanlık ve okul idareleri her eğitim-öğretim yılı başlar başlamaz mümkün olan en kısa zamanda öğretmenlere çok dilli eğitime yönelik hizmet içi mesleki gelişim eğitimleri sağlamak için işbirliği içerisinde olmalıdırlar.	Highlighted statements added later at this stage	Retained	Retained
Hizmet öncesi öğretmen eğitim programları öğretmenleri sınıfların çok dilli yapısına hazırlamak için kesinlikle çok dilli eğitim üzerine kurslar içermelidir.	“kesinlikle” added later at this stage	Retained	Retained
Çok dilli ortamda öğretmenlik yapmak problem çözme becerileri gibi özel birtakım beceriler gerektirmektedir.	Retained	Retained	Retained
Çok dilli bir sınıfta öğretmenlik yapmak daha etkili bir öğretmen olmama yardımcı olmaktadır.	Retained	Erased	
Henüz öğretmen adayırken almış olduğumuz teorik bilgilerin ve yapmış olduğumuz stajın günümüz çok dilli sınıflarını anlamak ve yönetmek için yeterli olduğunu düşünüyorum.	Retained	Retained	Retained
THEME 5: ANXIETY			
Çok dilli bir sınıfta öğretmenlik yapmak bence karmaşık bir durum.	Retained	Retained	Erased
Sınıftaki öğrenciler ve ben iletişim kuracak ortak bir dil	“yetersiz” changed as	Retained	Retained

paylaşmadığımız zaman kendimi çaresiz hissediyorum.	“çaresiz” at this stage		
Öğrencilerimin kendilerini sınıfta daha iyi hissetmelerini sağlamak veya aramızdaki iletişim kalitesini artırmak için onların ana dillerinde en azından bir kaç kelime öğrenmek için kendimi teşvik ederim.	Retained	Retained	Retained
Öğrenciler sınıfta bana farklı bir dilde soru sordukları zaman genellikle gergin veya endişeli hissederim.	Retained	Retained	Retained
Sınıfımdaki öğrenciler ve ben iletişim kuracak ortak bir dil paylaşmadığımız zaman bu durumu faydalı olacak bir fırsat olarak görüyorum.	Retained	Retained	Retained
Çok dilli olan öğretmenlerin öğrencileriyle daha iyi empati kurabileceklerine ve öğrencilerin sorunlarını daha iyi anlayabileceklerine inanıyorum.	Retained	Retained	Retained
Sınıfta çıkabilecek iletişim sorunlarına hızlı çözümler bulmak konusunda iyi olduğumu düşünüyorum.	Retained	Retained	Erased
THEME 6: PARENTAL FACTORS			
Çocuklara kendi ana dillerini öğretmek velilerin sorumluluğu olmalıdır.	Retained	Retained	Retained
Okul etkinliklerini planladığımız veli-öğretmen toplantılarına farklı dil gruplarına ait aile üyeleri de katılmaktadır.	Retained	Retained	Retained
Veliler sıklıkla okulda çocuklara daha çok yabancı dil seçeneği sunulması konusunda talepte bulunmaktadır.	Retained	Erased	
Veliler okulda sunulan dil seçeneklerini yetersiz	Deleted due to		

bulmaktadır.	insufficient information		
Veliler okul yönetimi ile kolaylıkla ve istedikleri zaman iletişim kurma olanağına sahiptirler.	Retained	Retained	Retained
Veliler çocuklarının akademik durum ve gelişimleriyle ilgili sıkıntıları hakkında düzenli olarak okul idaresi tarafından bilgilendirilmektedirler.	Retained	Retained	Retained
Öğrenciler okulda yabancı dil öğrenme konusunda isteklidirler ve hazır bulunuşluk düzeyleri yüksektir.	Retained	Retained	Erased
Veliler çocuklarının genel not ortalamalarını, dil yeterliliği ve başarılarından daha çok önemsemektedirler.	Retained	Retained	Erased
Veliler çok dilli bir eğitim sisteminin çocuklarını 21. Yüzyıl dünyasına daha iyi hazırlayabileceğinin açıkça farkındadırlar.	Retained	Retained	Erased

Appendix E: Final Version of the TMAS

ÖĞRETMENLER İÇİN ÇOK KÜLTÜRLÜLÜK YAKLAŞIM SKALASI					
Teachers attitude towards multiculturalism					
1. Öğrencilerinin kültürel arka planlarıyla ilgili farkındalık sahibi olmak öğretmenlerin sorumluluğudur.	1	2	3	4	5
2. Etkili bir öğretmen olabilmek için öğretmenin sınıftaki mevcut kültürel farklılıkları farkında olması gerekmektedir.	1	2	3	4	5
3. Çokkültürlü farkındalık eğitimi bana farklı öğrenci nüfuslarıyla daha etkili bir şekilde çalışmam için yardımcı olabilir.	1	2	3	4	5
4. Öğretme yöntemleri kültürel olarak çeşitlilik barındıran öğrenci gruplarının ihtiyaçlarını karşılayacak şekilde uyarlanmalıdır.	1	2	3	4	5
5. Kültürel olarak farklı arka planlara sahip öğrencilerin ihtiyaçlarını karşılayabilmek için, öğretmenlerin rolünün de yeniden tanımlanması gerektiğine inanıyorum.	1	2	3	4	5
6. Öğretmenler için çok kültürlülüğe yönelik eğitim almaları gerekli değildir.	1	2	3	4	5
7. Kültürel çeşitliliği olan öğrenci gruplarından çok şey öğrenebilirim.	1	2	3	4	5
8. Sınıfımın yapısına bakmaksızın, öğrencilerin çok kültürlü çeşitliliğe yönelik farkındalık sahibi olması önemlidir.	1	2	3	4	5
Multiculturalism in educational system					
9. Bugünün müfredatı çok kültürlülük ve çeşitliliğe gereğinden fazla önem atfetmektedir.	1	2	3	4	5
10. Bazen öğretmenlere yönelik çok kültürlü farkındalık ve eğitimlerine gereğinden fazla vurgu yapıldığını düşünüyorum	1	2	3	4	5
11. Öğrencilere kültürel çeşitliliği öğretmek sınıfta yalnızca çatışmalara sebep olacaktır.	1	2	3	4	5
12. Ben sınıfımdaki kültürel çeşitliliğin farkındayım.	1	2	3	4	5
13. Kültürel çeşitliliğin bulunduğu öğrenci gruplarında öğretmenlik yapmanın cazip olduğunu düşünüyorum.	1	2	3	4	5
14. Öğrenciler sadece Türkçe dilinde iletişim kurmayı öğrenmelidir.	1	2	3	4	5
15. Çok kültürlülüğe yönelik farkındalık sahibi olmanın öğrettiğim dersle herhangi bir alakası yoktur.	1	2	3	4	5

Competency of teaching in multicultural classrooms

16. Sınıflar kültürel olarak gittikçe daha çeşitli oldukça öğretmenin işi de aynı oranda cazip olmaktadır. 1 2 3 4 5
17. Ben sık sık çekirdek aile dışındaki yakın aile üyelerini de veli toplantılarına davet ederim. 1 2 3 4 5
18. Birinin kültürüne duyduğu bağlı güçlendirmek öğretmenin sorumluluğu değildir. 1 2 3 4 5
19. Sınıflar kültürel olarak gittikçe daha çeşitli oldukça öğretmenin işi de aynı oranda zorlaşmaktadır. 1 2 3 4 5
20. İki dilli çocukları ele alırken, iletişim stilleri sık sık davranışsal sorunlar olarak yorumlanmaktadır. 1 2 3 4 5

Appendix F: Total Variance Explained for TCMLAES

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,230	24,228	24,228	4,030	24,228	24,228	3,222	17,826	17,826
2	4,809	13,977	38,206	3,909	13,977	39,206	3,067	15,085	37,641
3	4,203	11,757	48,963	2,803	11,757	52,963	2,426	11,804	46,445
4	3,139	10,623	51,585	1,739	10,623	55,585	1,991	9,731	52,176
5	2,659	7,457	55,043	1,459	7,457	60,043	1,653	8,652	59,828
6	2,522	5,379	62,152	1,022	5,379	62,152	1,525	7,593	62,152
7	2,500	4,235	62,656						
8	2,113	4,184	62,840						
9	2,006	4,075	62,915						
10	1,988	3,980	63,176						
11	987	3,686	63,361						
12	928	2,525	64,786						
13	911	2,438	65,524						
14	876	2,662	66,186						
15	808	2,605	67,791						
16	793	2,506	68,297						
17	786	2,448	69,745						
18	742	2,381	70,126						
19	632	2,291	71,416						
20	602	2,238	72,655						
21	594	2,127	73,782						
22	555	2,071	74,852						
23	522	1,954	75,807						
24	503	1,921	76,728						
25	485	1,912	77,639						
26	441	1,862	78,501						
27	,436	1,783	79,285						
28	,438	1,726	80,011						

Appendix G: Rotated Comoponents Matrix

	Component					
	1	2	3	4	5	6
Q50	,762					
Q37	,759					
Q25	,715					
Q9						
Q15	,694					
Q20						
Q48	,665					
Q17	,659					
Q42						
Q10	,607					
Q22		,738				
Q41		,673				
Q32		,654				
Q5						
Q13		,488				
Q12			,775			
Q6						
Q7			,744			
Q38						
Q27			,685			
Q30			,533			
Q8			,520			
Q43				,734		
Q11						
Q28				,668		
Q44				,633		
Q21						
Q49				,502		
Q35						
Q40					,737	
Q24					,702	
Q16					,691	
Q23					,672	
Q18						
Q14					,551	
Q19						
Q4						
Q2						,749
Q45						,688
Q3						
Q33						,634
Q36						,595
Q26						
Q47						,471

Appendix H: Factor Loadings of TCMLAES

Item	Item Load Value
1. I believe that foreign language programmes in Northern Cyprus are in line with the needs of multicultural and multilingual learner groups.	.762
2. Teaching approaches in my country should be adapted to meet the needs of multilingual student groups.	.665
3. It's a fundamental role of the teacher to accept and encourage learners use their mother tongue in multilingual classrooms as a learning tool.	.607
4. I believe that the foreign language curriculum of secondary education in my country is well-planned and qualified.	.586
5. In my school, multilingual social activities are provided for students to encourage collaboration among different language groups	.772
6. Language course books which are used in my school consider multilingualism as a fact and are organized accordingly.	.684
7. The bulletin boards in my building reflect multilingualism.	.715
8. I believe more emphasis is put on multicultural and multilingual education in private schools in my country.	.772
9. I believe that physical conditions of private schools (comfort, number of students, technological tools) are better in terms of foreign language education compared to state schools.	.801
10. Students who receive multilingual education are better able to transfer their translanguaging skills from one language to another more effectively.	.786
11. Students who receive multilingual education are better able to transfer their communicative strategies from one language to another more effectively.	.752
12. Children who receive a multilingual education from young age improve their general intelligence.	.843
13. Creating multilingual individuals in society would improve empathy and tolerance throughout the population.	.632
14. Multilingual education would contribute to improve intercultural competency and social skills.	.771
15. I believe my colleagues are well aware of and sensitive to multilingualism and its significance in education.	.644

16. Almost no emphasis is placed on multilingual awareness and teacher training in my country.	.696
17. Ministry and school administrations should cooperate to provide professional training programmes on multilingual education for in-service teachers as soon as possible early at the beginning of each semester.	.761
18. Pre-service teacher training programmes should definitely provide courses on multilingual education to prepare teachers for the multilingual texture of classrooms.	.883
19. Teaching in a multilingual environment requires special skills such as problem-solving.	.622
20. I am good at creating instant solutions for communication problems in class.	.778
21. I think that theoretical background and praxis provided during pre-service teacher training programmes are sufficient for teachers to comprehend and manage multilingual classrooms of today.	.745
22. I feel desperate when students in my class and I don't share a common language to communicate.	.803
23. I encourage myself to learn at least a few words in my students' mother tongues to make them feel at home or enhance the quality of communication between us.	.703
24. I notice I am often tense or nervous when students ask me something in a different language.	.866
25. I believe teachers who are multilingual themselves are more able to empathize with their students and understand their problems better.	.738
26. I consider it as an opportunity and rewarding when students and I don't share a common language to communicate.	.779
27. To teach their children about their linguistic background should be the responsibility of parents.	.509
28. Parents from diverse linguistic backgrounds participate in our parent-teacher meetings in planning school activities.	.558
29. Parents are obviously aware that a multilingual education would better prepare their children for the 21st century life.	.673
30. Parents can easily communicate with the school administration whenever they need.	.855
31. Parents are regularly informed about the problems regarding their children's academic achievement by the school administration.	.655

Appendix I: Results of the Item Analysis

Item no	Item-total correlation	<i>t</i> value
Item 1	.86	34.986**
Item 2	.78	23.456**
Item 3	.72	27.484**
Item 4	.79	28.021**
Item 5	.81	32.726**
Item 6	.83	25.743**
Item 7	.84	34.592**
Item 8	.77	28.498**
Item 9	.80	35.571**
Item 10	.89	0.315
Item 11	.86	34.892**
Item 12	.74	28.216**
Item 13	.75	33.212**
Item 14	.40	23.234**
Item 15	.65	22.584**
Item 16	.85	10.883**
Item 17	.87	12.779**
Item 18	.55	25.280**
Item 19	.68	30.006**
Item 20	.76	0.159
Item 21	.56	20.487**
Item 22	.38	34.653**
Item 23	.53	13.007**
Item 24	.79	25.235**
Item 25	.76	16.329**
Item 26	.84	31.298**
Item 27	.73	20.233**
Item 28	.85	13.098**
Item 29	.81	0.478
Item 30	.73	23.445**
Item 31	.50	28.734**
Item 32	.76	11.223**

Appendix J: Final Version of the TCMLAES

In light of the results of the EFA explained in detail above, the last version of the scale is illustrated as follows:

ÖĞRETMENLERİN EĞİTİMDE ÇOK DİLLİLİK DİL FARKINDALIK ÖLÇEĞİ (TCMLAES)

Cinsiyet:

Yaş:

Branş:

EĞİTİM POLİTİKALARI

1.Kuzey Kıbrıs'taki yabancı dil programlarının çok kültürlü ve çok dilli sınıfların ihtiyaçlarıyla uyumlu olduğuna inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

2. Ülkemdeki öğretim yaklaşımlarının çok dilli öğrenci gruplarının ihtiyaçlarını karşılayacak şekilde adapte edilmesi gereklidir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

3. Çok dilli sınıflarda öğrencilerin ana dillerini kabul etmek ve sınıfta bir öğrenme aracı olarak kullanmalarına izin vermek öğretmenin önemli bir görevidir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

4.Orta öğretimdeki yabancı dil eğitim müfredatının iyi planlanmış ve kaliteli olduğuna inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

EĞİTİM ARAÇLARI

5. Okulumda farklı dil grupları arasındaki iş birliğini artırmaya yönelik olarak öğrenciler için fırsatlar ve sosyal etkinlikler düzenlenmektedir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

6. Okulumda kullanılan yabancı dil kurs kitapları çok dilliliği bir gerçek olarak ele alıp, buna uygun şekilde düzenlenmiştir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

7. Binamızdaki panolar çok dilliliği yansıtmaktadır.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

8. Ülkemizdeki özel okullarda çok kültürlü ve çok dilli eğitime daha çok önem verildiğini düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

9. Özel okullardaki fiziksel şartların (sınıflardaki konfor, öğrenci sayısı, teknolojik araçlar) yabancı dil öğretimi açısından devlet okullarına göre daha iyi olduğunu düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

FAYDALAR

10. Çok dilli eğitim gören öğrenciler iletişimsel stratejilerini bir dilden diğerine daha etkili bir biçimde aktarma yetisine sahiptirler.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

11. Küçük yaştan itibaren çok dilli eğitim gören çocuklar genel zekâlarını geliştirirler.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

12. Toplumda çok dilli bireyler yaratmak nüfus genelindeki empati ve anlayışı geliştirecektir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

13. Çok dilli eğitim kültürlerarası yeterlilik ve sosyal becerilerin de iyileşmesine katkıda bulunacaktır.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

MESLEKİ GELİŞİM

14. İş arkadaşlarımda çok dilliliğin eğitimdeki önemine karşı hassas olduklarına inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

15. Ülkemde çok dilliliğe yönelik farkındalık ve öğretmen eğitimine neredeyse hiç vurgu yapılmamaktadır.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

16. Bakanlık ve okul idareleri her eğitim-öğretim yılı başlar başlamaz mümkün olan en kısa zamanda öğretmenlere çok dilli eğitime yönelik hizmet içi mesleki gelişim eğitimleri sağlamak için işbirliği içerisinde olmalıdırlar.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

17. Hizmet öncesi öğretmen eğitim programları öğretmenleri sınıfların çok dilli yapısına hazırlamak için kesinlikle çok dilli eğitim üzerine kurslar içermelidir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

18. Çok dilli ortamda öğretmenlik yapmak problem çözme becerileri gibi özel birtakım beceriler gerektirmektedir.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

19. Henüz öğretmen adayırken almış olduğumuz teorik bilgilerin ve yapmış olduğumuz stajın günümüz çok dilli sınıflarını anlamak ve yönetmek için yeterli olduğunu düşünüyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

KAYGI

20. Sınıfımdaki öğrenciler ve ben iletişim kuracak ortak bir dil paylaşmadığımız zaman kendimi çaresiz hissediyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

21. Öğrencilerimin kendilerini sınıfta daha iyi hissetmelerini sağlamak veya aramızdaki iletişim kalitesini artırmak için onların ana dillerinde en azından bir kaç kelime öğrenmek için kendimi teşvik ederim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

22. Öğrenciler sınıfta bana farklı bir dilde soru sordukları zaman genellikle gergin veya endişeli hissedirim.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

23. Çok dilli olan öğretmenlerin öğrencileriyle daha iyi empati kurabileceklerine ve öğrencilerin sorunlarını daha iyi anlayabileceklerine inanıyorum.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

24. Sınıfımdaki öğrenciler ve ben iletişim kuracak ortak bir dil paylaşmadığımız zaman bu durumu faydalı olacak bir fırsat olarak görüyorum.

AİLEVİ ETKENLER

25. Çocuklara kendi ana dillerini öğretmek velilerin sorumluluğu olmalıdır.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

26. Okul etkinliklerini planladığımız veli-öğretmen toplantılarına farklı dil gruplarına ait aile üyeleri de katılmaktadır.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

27. Veliler okul yönetimi ile kolaylıkla ve istedikleri zaman iletişim kurma olanağına sahiptirler.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum

28. Veliler çocuklarının akademik durum ve gelişimleriyle ilgili sıkıntıları hakkında düzenli olarak okul idaresi tarafından bilgilendirilmektedirler.

a) Kesinlikle Katılıyorum b) Katılıyorum c) Fikrim yok d) Katılmıyorum e) Kesinlikle Katılmıyorum