

**PERSPECTIVES OF INTERNATIONAL CADETS TOWARDS
CROSS-CULTURAL DIVERSITY AND ITS IMPACT ON LANGUAGE
LEARNING; CASE OF MILITARY STUDENTS IN TURKISH MILITARY
ACADEMY**

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**GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES**

SEPTEMBER, 2014

TELİF HAKKI ve TEZ FOTOKOPİ İZİN FORMU

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Teslim tarihi :

TEZİN

Türkçe Adı :Uluslararası Öğrenci Statüsünde Bulunan Askeri Öğrencilerin Çok Kültürlü Eğitim Ortamına Bakış Açıları ve Bu Ortamın Yabancı Dil Öğrenmelerine Etkileri: Kara Harp Okulu Askeri Öğrencileri Durumu.

İngilizce Adı :Perspectives of International Cadets Towards Cross- Cultural Diversity and Its Impact on Language Learning; Case Of Military Students in Turkish Military Academy.

ETİK İLKELERE UYGUNLUK BEYANI

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Jüri onay sayfası

Hakan Hilmi DEMİREL tarafından hazırlanan “Perspectives of International Cadets Towards Cross-Cultural Diversity and Its Impact on Language Learning; Case Of Military Students in Turkish Military Academy” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Tez Savunma Tarihi: 30/09/2014

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof.Dr. Servet KARABAĞ

Eğitim Bilimleri Enstitüsü Müdürü

.....

Eşime & Kızıma

ACKNOWLEDGEMENTS

I thank God for holding me steady throughout the past two years and for giving me the will and perseverance to finish my study. After having a long and hard working period on the studies of my research, I have the happiness of completing my study. As every M.A researcher, I am also excited about the presentation of my thesis research study and submitting it to the usage, help, and utility of the people interested in the issue. I am also pleased as I study on the topic I would like to search so much. This academic research like all other studies owes so much to those who do not abstain from helping me by spending their precious time and energy. My gratefulness goes those people whose directions played vital roles on lighting my route.

Firstly, I would like to thank my supervisor Assoc. Prof. Dr. Kadriye Dilek AKPINAR for her endless patience, inspiration, and guidance during the whole process of writing my thesis. Secondly, many thanks go to Asst. Prof. Dr. Aslı Özlem TARAKÇIOĞLU for her support, leading ideas, and encouragement in every stage of my study. Also, I would like to send my thanks to the instructors and cadets of Turkish Military Academy who do not avoid from helping as participants on data collection of my study. Finally, I would like to thank my wife who is with me all the time with her great help and support not only for the academic research but also for occupational matters I have in every moment of my life. I am really grateful for her patience, respect, love, and friendship.

**ULUSLARARASI ÖĞRENCİ STATÜSÜNDE BULUNAN ASKERİ
ÖĞRENCİLERİN ÇOK KÜLTÜRLÜ EĞİTİM ORTAMINA BAKIŞ
AÇILARI ve BU ORTAMIN YABANCI DİL ÖĞRENMELERİNE
ETKİLERİ: KARA HARP OKULU ASKERİ ÖĞRENCİLERİ
DURUMU**

(Yüksek Lisans Tezi)

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Eylül, 2014

ÖZ

Çok kültürlü eğitim ortamı; farklı kültür veya uluslardan gelen insanların oluşturmuş olduğu, kültürel açıdan farklılıkların bulunduğu ve eğitim öğretim faaliyetlerinin gerçekleştirildiği alanlardır. Çok kültürlü eğitim ortamlarında üç farklı kültür ögesinin etkileri görülür. Birincisi, ev sahibi konumda olan öğrencilerin yerel kültür ögesidir. Diğeri, eğitimlerini diğer ülkelerde yapmak için yurt dışına çıkan öğrencilerin beraberlerinde göturdükleri kültür ögesidir. Bir diğer kültür ögesi ise, hem ev sahibi hem misafir konumda bulunan öğrencilerin yabancı oldukları ve birlikte öğrendikleri yabancı dilin ögesi sayılan kültür ögesidir. Bu çalışmanın amacı, Kara Harp Okulu'nda öğrenim gören Türk ve yabancı öğrencilerin birlikte yabancı dil öğrendikleri çok kültürlü eğitim ortamına ve bu ortamda yabancı dil öğrenme eylemine bakış açılarını saptamaktır. Çalışmada, kültürel farklılıkların olduğu sınıf ortamında yabancı dil öğrenen Türk ve yabancı öğrencilerin dil becerileri arasında fark olup olmadığının saptanması da amaçlanmaktadır.

Mevcut çalışma 2013-2014 akademik yılında Kara Harp Okulu'nda yapılmıştır. Verilerin elde edilebilmesi için anket, mülakat ve seviye belirleme sınavı uygulanmıştır. Anket uygulaması 80 öğrenci üzerinde yapılmıştır. Gruplar arasındaki dil becerileri farkını öğrenebilmek için eğitim öğretim yılının başında ve sonunda seviye belirleme sınavı yapılmıştır. Çalışmada kültürel farklılıkların olduğu dil öğrenme ortamlarında tecrübe ve tavsiye edilen aktivite ve uygulamaların saptanabilmesi için 13 öğretim elemanı ile formatlı görüşme şeklinde bir mülakat uygulaması da yapılmıştır. Verileri analiz etmek

için SPSS 17,0 programı kullanılmıştır. Verilerin daha iyi anlaşılabilmesi için ortanca değer, standart sapma, frekans ve yüzdelik gibi betimsel analizler yapılmıştır.

Sonuçlara gelince, hem Türk hem de yabancı öğrencilerin çok kültürlü eğitim ortamına bakış açılarının olumlu olduğu analiz edilmiştir. Eğitim öğretim yılının başında ve sonunda öğrencilere uygulanan seviye belirleme sınavında başlangıçta tüm öğrencilerin aynı seviyede olduğu ancak çıkış sınavında yabancı öğrencilerin Türk öğrencilerden daha başarılı oldukları saptanmıştır. Yapılan mülakat uygulamalarında ise kültürel çeşitliliğin olduğu sınıf ortamlarında tecrübe ve tavsiye edilen uygulama ve etkinlik yöntemleri konusunda görüş ve öneriler alınmıştır.

Anahtar Kelimeler : Kültür, Çok Kültürlü Öğretim, Uluslararası Öğrenci, Kültürel Çeşitlilik, Kara Harp Okulu.

Sayfa Adedi : xvii +115 sayfa

Danışman : Doç.Dr. Kadriye Dilek AKPINAR

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(M.A Thesis)

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September, 2014

ABSTRACT

Multicultural learning environment is the setting involving people from different cultures or nations and embracing cultural variety where educational activities are realized. In the multicultural learning environment the effects of three different cultural components are seen. One of them is the native cultural component belonging to the students who are on the position of hosting. The other one is the cultural component of the students travelling by them to other countries while following the path of education. The last cultural component is the one which is new to both sides and regarded as a component of the target language they learn. The aim of this study is to determine the perspectives of Turkish and international cadets at Turkish Military Academy towards cultural diversity and learning a foreign language in that multicultural setting. The difference between the language proficiency levels of Turkish and international cadets are also aimed to be analyzed in the study.

The study is conducted in Turkish Military Academy in 2013-2014 academic years. The questionnaire, interview and proficiency test are applied to collect the data. The questionnaire is conducted on 80 cadets. The language proficiency test is conducted on the cadets to assess the language proficiency levels at the beginning and at the end of the academic year. In the study, a structured interview is also applied on 13 instructors to be able to determine the recommended practices and types of applications to be applied in culturally diverse language classrooms. To analyze the data a program called SPSS version 17,0 is used. In order to understand the data obtained from the surveys in a better way, descriptive statistics (mean, SD, frequency and percentage) of the data are presented.

As for the results, it is found that the perspectives of both Turkish and international cadets towards multicultural learning setting is positive. It is analyzed that although the results of both groups in the pre-test are almost same, the international cadets do better than Turkish cadets in the post-test. As to the structured interview, instructors' opinions and suggestions about the practices and applications experienced and offered in culturally diverse classroom settings are taken.

Key Words : Culture, multicultural learning, international student, cultural diversity, Turkish Military Academy.

Page Number : xvii +115 pages

Supervisor : Assoc.Prof.Dr. Kadriye Dilek AKPINAR

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LIST OF ABBREVIATIONS

TMA	:	Turkish Military Academy
IC	:	Intercultural Competence
ELT	:	English Language Teaching
FLE	:	Foreign Language Education
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ANCFCC	:	American National Center for Cultural Competence
NCATE	:	National Council for Accreditation of Teacher Education
AACU	:	Association of American Colleges and Universities

PART I

INTRODUCTION

In this section, the outline of the study is given. First of all, problem of the study is clarified. Subsequently, the aim of the study and hypothesis of the study are stated. After that the importance of the study, assumptions are explained. And finally limitations are stated along with key concepts.

1.1. Statement of the Problem

In the 21st century, the world people live in is not as huge as people admire. By means of network people can access each other in quite a short time and in various practical ways they can share their interpretations, opinions, knowledge, likes and dislikes, praises and critics etc. towards each other. The most explicit result of this situation, as everybody would appreciate, is globalization which refers to the world as a small village. Globalization of the world affects human beings in terms of many perspectives like fashion, life style, economy, social and political relations, educational issues, competitions of science, art and sports, as well. According to Stiftung (2006) how participants might act on a global level despite the lack of generally accepted values and virtues is a difficult issue. He assumes that without being aware of cultural elements in average level it is quite hard to behave, communicate, empathize, tolerate others and live accordingly in social setting of an international environment.

Among several scholars' definitions, Deardorff (2006) makes point that intercultural competence is the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and perceptions. It is asserted by Deardoff (2006) that cultural awareness, intercultural competence, cross-cultural competence and multi-cultural competence are the terms used to describe the ability to develop an understanding of culture as an important domain of communication. From the references above it is pointed to the importance of being knowledgeable about the intercultural competence in terms of interaction in culturally diverse settings.

Deardorff (2006) also puts forth the importance of handling the concept in an integrated manner, since the development of intercultural competence cannot be offered by one

discipline alone and since it demands much more than what language learning or traditional cultural studies can supply without an integrated manner. It can be inferred that both language learning and traditional cultural studies are to be unified in an interdisciplinary manner to be able to have a unity in terms of the development of intercultural competence. Moreover, as it is stated by Krajewski (2011), internationalization and intercultural competence are key issues especially in higher education institutions all around the world. Simpson (1997) also asserts that learning a foreign language necessarily involves becoming familiar with the culture of the countries where that language is spoken. It is stated by Sercu (2005, p. 1) that “Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own”.

Byram (1988) notes that in times of the enlargement of globalization, a high level intercultural competence is regarded as one of the most desired skills for people who tend to work or study in international areas. This study focuses on the points addressed in educational process, particularly the role of culture in foreign language education.

The problem attempted to be handled in this study is twofold. The first part focuses on the question that from what aspects and to what extent cultural diversity affects learners’ educational process and the second part deals with their attitudes towards other cultures and their language proficiency.

1.2. Aim of the Study

The principal aim of the research is to determine the perspectives of the learners towards cultural diversity and to identify what influences cultural values and cultural diversity have on learning English for foreign cadets and Turkish cadets in Turkish Military Academy (TMA). Secondly, the difference between the language proficiency levels of Turkish and international cadets are also aimed to be analyzed in the research. Additionally, through the structured interview, it is aimed to investigate how lecturers should acknowledge and accommodate these differences over a course of study program. More specifically the study aims at finding answers for the following research questions:

1. What are the perspectives of international and Turkish cadets at TMA towards cultural diversity in the educational environment?

2. What are the effects of the multidimensional variables on the perspectives of the cadets towards learning English in a multicultural classroom setting?

What are the effects of variables such as

- a. nationality,
 - b. age,
 - c. status of the cadets at TMA,
 - d. gender,
 - e. period of inhabitation of the cadets in Turkey on the perspectives of the cadets towards learning English in a multicultural classroom setting?
3. Are there any significant differences between language proficiency levels of the international and Turkish cadets who have been learning English in a multicultural setting at TMA?
 4. What are the suggested and recommended practices and types of applications for lecturers for teaching a culturally diverse group of learners?

1.3. Significance of the Study

The survey tries to enlighten the perspectives of international cadets towards learning English in a multicultural context. At the same time, it aims to investigate the effects of this multicultural education setting on language proficiency of both Turkish and international cadets at Turkish Military Academy. It is expected to give useful information as a guide to adjust some educational programs especially for schools which apply student exchange programs with other countries. It is hoped that suggestions given depending on the results of this study will be beneficial for:

1. English teachers all over Turkey.
2. Schools applying exchange-student programs.
3. ELT Departments of Turkey for further studies.
4. Head Council of Education and Morality
5. Military Academies and High Schools

1.4. Assumptions of the Study

The study is based on the following assumptions:

1. The proficiency level of foreign and Turkish cadets are supposed to be almost the same considering their exam results that they had soon after joining the Turkish Military Academy.
2. It is assumed that all of the subjects' responses to the questionnaires and interviews are honest and sincere.
3. The instruments (questionnaire, interview, and proficiency test) questions utilized in the data collection process are valid and reliable.

1.5. Limitations of the Study

The study has the following limitations: The study is limited to a Military Academy in Turkey, and focused on university level learners. The study group consists of the first grade cadets of TMA in 2013-2014 academic years as the difference in language proficiency levels of international and Turkish cadets is aimed to be analyzed at the end of the first academic year. The number of the cadets is eighty. This is a dissertation of limited scope; the collected information is, however, regarded as sufficient.

1.6. Definitions of Terms

Certain terms may appear repeatedly in the research. This concept clarification serves as a mere introduction of terms, to be discussed in more detail in ensuing chapters.

Cadets: Students, also from different countries following the educational path by attending Turkish Military Schools.

Culture: Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. (Goode, Sockalingam, Brown, & Jones, 2000)

Cultural Diversity: Cultural diversity is a peaceful coexistence of multiple cultures or societies in an organization (e.g. workplace) (Richards, Platt & Platt, 1992).

Multicultural: Multi refers to many, or more than two and cultural to pertaining to culture or pertaining to a particular civilization or culture (Kirkpatrick, 1981). Multicultural in this context refers to dealing with more than one culture at the same time within the classroom situation.

Multicultural Education: Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups.

Intercultural Competence: The term "intercultural competence" describes the combination of willingness and ability of an individual or a company to behave in different cultures in line with the dominant social norms and thus being positively received.

Cross-Cultural Communication: An exchange of ideas, information, etc between persons from different Cultural backgrounds (Jack C. Richards, Richard Schmidt, 2002).

Language Proficiency: The degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language.

Turkish Military Academy: A four-year co-educational military academy located in the center of Ankara, whose mission is to develop cadets mentally and physically for service as commissioned officers in the Turkish Army.

PART II

REVIEW OF LITERATURE

2.1. Introduction

Culture, embracing both concrete and abstract aspects of the norms, values, attitudes and point of views of people living in a certain society has a mutual relationship with the language which transforms the culture and at the same time is shaped by culture. Language regarded as the most important transporter of the culture and the most effective way of communication is not considered apart from educational programs or curriculums applied in the classrooms. Thus, it is also indispensable for culture to be handled together with language and education process in a united circle.

In educational processes a great many scholars and researchers portray various definitions and clarifications about culture. Different descriptions and explanations of the culture highlight some specific points while underlying the certain common points in general. The definitions and expressions emphasizing the specific and general aspects of some cultural elements or components are given in the first chapter of the survey. Cultural components which compose the various aspects of the concept of culture try to clarify the necessary areas to be surveyed in details to be able to understand the whole issue in a better way. All of the cultural components and some detailed points in the issue are presented, as well.

The relationship between the culture and its inherence partner, language are addressed in the survey. Having an intertwined connection with the culture, language and its components are also studied. As Byram (1991) emphasizes, cultural and linguistic components should be entailed in the process of culture learning; linguistic and cultural issues are handled both in separate ways and together.

As for the final topic of the first section of the second chapter, the role culture plays while teaching language in the foreign language classrooms and the role language plays while teaching cultural elements in the schools are handled together to be able to present a large and clear schema about the culture and language relation map. The importance of culture and the advantageous aspects of cultural components enabling the students to acquire the language in a more smooth way are emphasized in the chapter.

In the second chapter, the education in multicultural environment is also handled. The multicultural education is generally defined as programs and applications connected to language minorities, different income groups, social classes, ethnic groups and gender etc. The educational environment which hosts the students from various cultural, racial, social and economic backgrounds can be regarded as the multicultural education setting. Students coming from different countries and communities regardless of their differences are educated in multicultural learning environment and they are taught foreign language and the culture of that language at the same time. The cultural components and linguistic features are tried to be taught in a simultaneous way in the culturally diverse language classrooms.

Students from various nations or societies have, naturally, many challenges about adapting to their friends, lecturers, rules, attitudes, and academic issues in their school environment. In addition to these points stated above which pose much burden on educational adaptation process, another factor like culture causes them a really challenging item to cope with. Students having a great many difficulties during their language learning process should really spend much effort so as to be able to come over the challenges in their lives. What about the advantageous and positive aspects of the situation? According to Byram (1994), students benefit from the setting of multicultural education in terms of their positive effects to learning environment. Byram (1994) asserts that they favor other students in terms of their various kinds of information and experiences to be able to learn both language and culture at the same time. Curriculum and other pedagogical elements can also be regarded among the affective factors of the multicultural education environment. All of these components, their possible effects and outputs stemming from those applications are explained and clarified in details in the second chapter of the survey.

The position of the teachers as one of the shareholders of the education process is handled at the last part. It is claimed by Bernstein (1991) that tolerance to the diverse cultures and societies are regarded as the key concept of teachers who would like to manage the education process successfully. In his point, understanding the cultural diversity and enabling the learners to study in a harmonious way regardless of their backgrounds are accepted as a remedy for the situation. The pleasurable and effective learning process which involves tolerance and understanding is also clarified in the study.

Finally, the last concept handled in this section is the students themselves coming from other countries for educational goals. International students are the ones going to other countries to be able to follow the path of education and develop themselves in terms of academic, social, and individual perspectives. Students visiting or travelling for touristic purposes for short time are not regarded as international students in the studies. Because, they are accepted as temporary visitors and the main goal should be education.

The different definitions of international students are presented in the second chapter of the study. Throughout the history of the systems involving student exchange programs, the process is clarified according to the different perspectives of different countries.

The research studies conducted by many scholars in terms of benefits of the programs to the countries and societies they live in are also explained in this chapter. The necessary precautions to be taken so as to support the students and to prevent negative aspects of the environment are advised to administrators running educational programs and educators conducting those programs in the host countries. Some innovative actions to be conducted or applied are also presented to the attentions of the people in order to make them think about what else can be done to improve the process. The possible solutions and paths to those solutions are suggested to solve the problematic issues in the educational process. A general overview and natural progression of the international students and their programs are mentioned in the second chapter. Finally, the review of multicultural studies is attached at the end of the second chapter.

2.2. Definitions of Culture

There are a great number of definitions about culture however it seems not reasonable to express all aspects of the concept in only one definition alone. So as to have a general idea and then to examine some specific points of cultural components, several definitions are given in the following paragraphs.

It is pointed by Parson (1949) that in the ancient times especially when seeking in previous century's sources it can be seen that mostly ethnographers and anthropologists used to make definitions about culture and their definitions. Parson (1949, p.8) states that "culture consists in those patterns relative to behavior and the products of human action which may be inherited, that is, passed on from generation to generation independently of the biological genes". From the same point of view another definition is made by Useem and

Useem (1963). They point that “culture has been defined in a number of ways, but most simply, as the learned and shared behavior of a community of interacting human beings” (1963, p. 169). In their definitions, scholars point to the concrete aspects of the definition of the concept of culture. The behavioral aspects of the people of communicating with others are regarded as the culture itself.

Uygur (1984), notes that the culture is the way of life, surviving program, and the style of behavior adopted by the one. According to Kongar (1981) culture is the core creating the structure of the society. Ertürk (1998) defines the culture as the output of the interactions among the people from different backgrounds. Erden and Akman (2002) clarify the culture as the common attitudes, behaviors, and values of a society. It can be understood from the definitions of the researchers that all of the societies have a culture but communities in the same society may adopt some different cultural features or components according to the places and circumstances they live in.

According to Sapir (1949), before the 1960s the definition of the culture is pervasive and it is seen as the synonym of the word civilization and the definition of the culture undergoes a change from just referring the physical aspects to spiritual components, as well. Some other recent surveys of the 80s and 90s (Jorstad, 1981; 1993; Crawford-Lange & Lange, 1987 and Byram, 1988) regard the culture as a dynamic process, and members of the culture variable, and cultural learning process as buildable via human interaction. From 1960s on, it is seen that the concept of the culture begins to be handled as a dynamic process which may be shaped by the interactional situations.

Robinson (1985) conducted a survey about the clarification and definition of the culture with over 300 educators. These educators vary from language teachers to bilingual educators. The participants are asked “What does culture mean to you?” and the responses met around some common concepts. These concepts are ideas, behaviors, and products. Robinson (1985) made two categories out of the common ideas above such as culture as observable phenomena containing two common concepts of behaviors and products and culture as not observable including the common concept of ideas.

In the later periods, some culture definitions include the abstract aspects. Damen (1987, p. 367) clarifies culture as “learned and shared human patterns or models for living; day-to-day living patterns”. He (1987) clarifies that these patterns and models pervade all aspects of human social interaction. In his point, culture is accepted as mankind’s primary adaptive

mechanism. As touched on before it can be seen some tangible points in the definition of the concept of culture.

It is stated by Banks (1989) that culture is composed especially of abstract and symbolic aspects of communities. He resumes that the vital point of culture is not only its tangible cultural aspects but how the society perceives and handles them, as well. Banks (1989) claims that people differ from one another with their values, symbolic features, commentaries, and points of view. It is asserted that people of the same cultural values interpret the symbolic features, events or behaviors in the similar or same ways.

Lederach (1995) defines the culture as common values, information or concepts produced by a group of people in order to perceive, explain and react to the events around them. Culture is also defined by American National Center for Cultural Competence in a more detailed manner;

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations (Goode, Sockalingam, Brown, & Jones, 2000, p. 21).

In this clarification not only primary components of the culture but also conveying of the elements of the culture to the next generations is emphasized.

From classical point of view, it is claimed by Gurney (2005) that it is hard to define the culture in a simple way and to point it in short items. He (2005) defines the culture as so complex, conscientious and intellectually broad concept. Gurney asserts that culture is the common patterns and stereotypes of interactions, cognitive functions, and affective notions; patterns people learn by socialization and transmit it to next generations. It is suggested that people interact and communicate and by this way transmit their values, emotions, opinions, knowledge etc. in verbal or nonverbal ways. According to Gurney's point, people enable the others to get the cultural features or values through the interactions from one another.

According to some scholars the features common to all definitions of the culture can be listed as observable or non-observable behaviors, attitudes, customs, habits, traditions, values, beliefs, point of views, perceptions, appraisals, and interpretations (Banks, 1994; Svaillie-Troiike, 1989). They assert that cultural components do not occur apart from people or in personalities but they exist among people. Similar to Banks' definition Kaya (2002,

p.194) defines the culture “the unity of values, knowledge, and feelings”. It is noted by Banks (1994) that cultural components or features are shared by the members of a society and they are acquired by them living in that society. Through the clarifications it is comprehensible that culture is not with people since their birth, but it is discovered and acquired or learned by individuals during their whole life in social life. It is implied that people do not create their own culture with their existing in to the earth; they gather and comprise their unity of culture while communicating with people during their life time in the community.

2.3. Relationship between Language and Culture

According to Byram (1988) the surveys on the relationship between the culture and language emerge and increase in number with the effect of development of the modern linguistics in the 19th century. He (1988) suggests that if language is regarded as a means of communication it cannot be dealt with separately from the culture. It is also pointed that something beyond language is referred by the language itself. Upon this referential issue it can be pointed to some substantial link between culture and language. The close relation between the concepts is underlined and they are regarded as intertwined terms which cannot be isolated from the one another.

For description of the relationship between the language and culture, Kramsch (1998, p.3) expresses that; “Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways”. The language is dealt with as the media for interaction and the interaction is dealt with the very existing of the culture concept.

It is reviewed by Byram (1988) that language is an important part of culture and a form of gathered knowledge within the culture. He (1988) believes that language is not only an inextricable part of culture but it is the transporter or transmitter of the culture at the same time. In his expression, it is implied that culture is profoundly related to the language and they are inextricably related therefore explaining one without the other is nearly out of possibility.

Kramsch (1998) talks about the culture by pointing communicational aspects. He claims that interacting with others is not only talking and exchanging messages but at the same time it means learning, thinking, and believing in a certain way amicable with the culture;

thereby, language learning means not only learning about the language itself, but having a broad knowledge about the beliefs and values composing that language, as well. The scholar exemplifies the relation as not only bartering messages or information but also learning the ingredients of the language at the same time. It can be stated that people express themselves in terms of their beliefs, attitudes and perspectives about the world around them; it means they share their experiences, produce new meanings and determine or specify their identity according to the culture they live in. Such kinds of interactional situations are regarded to make the link between the culture and language more evident.

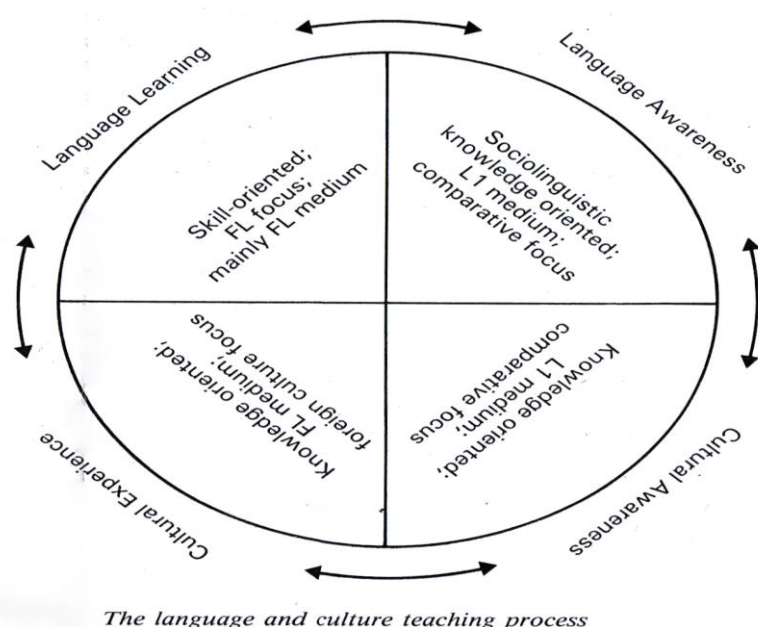


Figure 1 Byram's model (Byram, 1991, p. 20)

From the aspects of teaching of culture in language classrooms Byram (1991) suggests the model above for culture learning which is based on awareness and experiences. The explanation made the scholar is especially essential in terms of denoting the place of the concept of culture in foreign language education. He (1991) notes that one of the main goals of teachers wishing success from their students is to be able to create an interest and awareness in students towards people, country, and culture of the target language. In his model he highlights that two cultural and two linguistic components should be entailed in the process of culture learning. Byram (1991) suggests that language awareness and learning, cultural awareness and experience are the necessary dimensions of culture and

language learning processes. This model of culture has some common points with the experiential learning model proposed by Moran (2001) which also includes reflection.

Moran's model (2001) referenced below emphasizes knowing oneself aspect in culture learning more than other points. Moran (2001) clarifies his model in the following way:

Learners encounter another way of life. The way of life is the content, and the learners' encounters are the process, the kinds of activities they undertake and the outcomes they achieve. The teacher, through a working relationship with the learners, is an integral part of this experience. This experience, in turn, is very much a function of the particular context of learning circumstances where the culture learning takes place (Moran, 2001, p. 14).

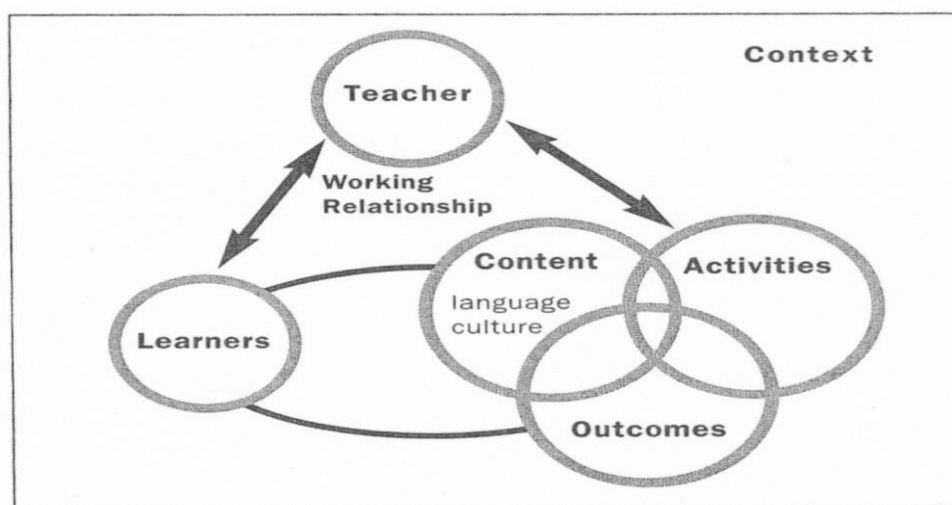


Figure 2 Moran's model (Moran, 2001, p. 14)

In addition to the expressions clarifying the culture and language learning components, Moran (2001) notes that being knowledgeable about culture requires several points other than knowing about, knowing how, knowing why and knowing oneself. Broody, (2003) also points another aspect on the role and significance of the culture in the classroom. He states that:

"From the perspective of linguistic anthropologist considering the role of culture in second language education, it is apparent that although the concept of culture is drawn upon frequently in the second language teaching literature, it is often used in a fairly unconsidered, constrained and taken-for-granted fashion; the importance of culture is often recognized but seldom analyzed" (Broody, 2003, p. 37).

It is reviewed that in spite of the importance and roles of the culture on second language education people regard the culture as a superficial aspect of language learning process.

Samovar and Porter (1997, p. 21) discuss that "intercultural communication occurs whenever a message that must be understood is produced by a member of one culture for

consumption by a member of another culture”. It is implied that cultural features show themselves when the members of different societies are to produce something which must be grasped by the other member. They review that if the member is not ready enough for the target language and culture he or she may have serious difficulties in getting the meaning in target language and in target culture. It is derived from the note that if the culture exchange gets failure, the role of communication would not be completed as the main goal of the interaction is to explain something according to their meaning in the culture they belong.

Swiderski (1993) explains culture in education process from a different perspective. He claims that in order to use language in an appropriate way and communicating in a successful way, learners of a language should be aware of not only the linguistic aspects, but also cultural values. He believes that starting stage and the focal point is learning a language but the aim is learning the culture. Having that idea it can be stated that language should not be learned without the aim of learning the culture at the same time. It can be suggested from the notes that the purpose of the students may be formed as the language learning but their interests and attentions should be focused on the cultural issues through the usage of language.

According to Peterson and Coltrane (2003) language learners and language teachers had better be aware of the cultural contexts and features of the language. They point that teachers should know and teach how to address people, how to express their gratitude, make requests and agreements or disagreements with others in accordance with the cultural congruence they live in. It is pointed to our attentions that the culture of the target language in the foreign language teaching should be the focus point of the process. From that claim it can be stated that learners of a language would be more successful in using the language if they do not ignore the cultural features of the contexts.

From the general views on the notes and assertions made on the relation between the concepts of language and culture it can be summed that language learners should be made aware of the fact that learning a foreign language enables them to handle intercultural problematic issues without difficulty. The students educated in multicultural classroom settings should be persuaded that learning a culture should not be exempted from learning a language. They had better be aware of that culture which shapes the language and language which conveys the culture to succeeding generations are inextricably interwoven.

If people attempt to learn one without the other, they may live intercultural problems or difficulties in any time whenever they have an occasion to share something with people who are the members of other cultures.

2.4. Culture in Language Teaching

In terms of the relation of language and culture Peterson and Coltrane (2003) state that during the historical progression, teaching culture in language teaching process is perceived as one of the indispensable items. They claim that depending on the literature of language teaching, it can be accepted that culture and language have an interdependent relationship and culture is a vital element or key concept in teaching and learning a foreign or second language. It is reviewed from the expression that the role of culture in language teaching process cannot be overestimated; on the contrary the efforts to teach culture with the language at the same time is regarded as the key element in the process.

It is argued that culture is categorical, stable and not changing according to traditional view but there is another trend which regards the culture learning as dynamic, variable and evolving process which lasts along whole lives of individuals (Crawford-Lange & Kramsch, 1993; Lafayette, 1997; Piage, 2003). It is believed that a literature overview on teaching or learning culture points that throughout the history, culture learning is described in various types just as the definition of the culture itself.

Hall and Trager (1953) approach the study from a different point of view and claim that without exploring the biological base it is not possible to make a whole clarification of cultural education. Hall and Trager (1953) assert that without taking the aspects of the biological facts into consideration it would not be an accurate definition of the culture education. He argues that this biological base contains many complexity levels; ten main bases are proposed to be able to have a clear analysis of the culture: these bases are listed such as interaction, association, subsistence, bi-sexuality, temporality, territoriality, learning, play, defense, and exploitation. The primary focuses, Hall and Trager (1953) point are formed as a table called “map of culture”. The Primary Message System in the map is analyzed and charted from two aspects; horizontal and vertical lines (See Table 1).

Table 1 A Map of Culture.

Primary Message system	Interactional	Organizational	Economic	Sexual	Territorial
Interaction	Communication Vocal qualifiers Kinesics Language	Status and Role	Exchange	How the sexes interact	Places of interaction
Association	Community	Society class caste government	Economic roles	Sexual roles	Local group roles
Subsistence	Ecological community	Occupational groupings	Work formal work Maintenance occupations	Sexual division of labor	Where the individual eats cooks, etc.
Bisexuality	Sex community	Marriage groupings	Family	The sexes Masc. vs. Fem.	Areas assigned to individuals by virtue of sex
Territoriality	Community territory	Group territory	Economic areas	Men's and women's territories	Space Formal space Informal space Boundaries
Temporality	Community cycles	Group cycles	Economic cycles	Men's/ women's cyclical activities	Territorially determined cycles
Learning	Community lore-what gets taught and learned	Learning groups-educational institutions	Reward for teaching and learning	What the sexes are taught	Places for learning
Play	Community play-the arts and sports	Play groups-teams and troupes	Professional sports and entertainment	Men's and women's play, fun, and games	Recreational areas
Defense	Community defenses-structured defense systems	Defense groups-armies, police, public health, organized religion	Economic patterns of defense	What the sexes defend (home, honor, etc.)	What places are defended
Exploitation	Communication networks	Organizational networks (cities, building groups, etc.)	Food, resources, and industrial equipment	What men and women are concerned with and own	Property-what is enclosed, counted, and measured

(Hall, 1959, adopted from *The Silent Language*, p.174-175)

Table 2. A Map of Culture.

Primary Message system	Interactional	Organizational	Economic	Sexual	Territorial
Interaction	Times of interaction	Teaching and learning	Participation in the arts and sports (active and passive)	Protecting and being protected	Use telephone, signals, writing, etc.
Association	Age groups roles	Teachers and learners	Entertainers and athletes	Protectors (doctors, clergy, soldiers, police, etc.)	Use of group property
Subsistence	When the individual eats cooks, etc.	Learning from working	Pleasure from working	Care of health, protection of livelihood	Use of foods, resources, and equipment
Bisexuality	Periods assigned to individuals by virtue of sex	Teaching and learning sex roles	Participation in recreation by sex	Protection of sex and fertility	Use of sex-differentiating decoration and adornment
Territoriality	Scheduling of space	Teaching and learning individual space assignments	Fun, playing games, etc., in terms of space	Privacy	Use of fences and markers
Temporality	Time Sequence Cycles Calendar	When the individual learns	When the individual plays	Rest, vacations, holidays	Use of time-telling devices, etc.
Learning	Scheduling of learning (group)	Enculturation Rearing Informal learning Education	Making learning fun	Learning self defense and to stay healthy	Use of training aids
Play	Play seasons	Instructional play	Recreation Fun Playing Games	Exercise	Use of recreational materials (playthings)
Defense	The When of defense	Scientific, religious, and military training	Mass exercises and military games	Protection Formal defences Informal defences Technical defences	Use of materials for protection
Exploitation	What period are measured and recorded	School buildings, training aids, etc	Amusement and sporting goods and their industries	Fortifications, armaments, medical equipment, safety devices	Material Systems Contact w/ environment Motor habits Technology

(Hall, 1959, adopted from *The Silent Language*, p.174-175)

The social classifications such as physical and psychological settings, status and hierarchy which may be regarded among the focuses of the cross-cultural concept are referred in the grids. Variations such as individuals' relationships, language functions, body language (nonverbal interaction), patterns of thinking and perception are also referred in the other grids.

In *The Silent Language* which published the map of culture, Hall (1959, p. 169) says that "culture is communication and communication is culture". He clarifies the relationship between culture and interaction in a highlighted way. It is reviewed from Hall's approach that the concepts of culture and interaction are interwoven and the unit which are to be handled together in the process of language teaching.

Later, in 60s Brook (1968) had a different approach towards explaining the concept of culture and claimed that there is general consensus about culture teaching in foreign language teaching, but people do not have the same idea about what the concept of culture means itself. He pointed to the significance of culture not only for learners but for teachers as well and defines the culture in five domains. These domains are the relationships between the culture and biological growth, personal maturity, literature and the fine arts, patterns for living, finally a way of whole life. Brook defines one of his culture relationships as;

Culture refers to the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them. By reference to these models, every human being, from infancy onward, justifies the world to himself as best he can, associates with those around him, and relates to those social orders to which he is attached to (Brooks, 1968, p. 210).

From the language instructional view, Brooks (1968) divides culture into two categories: Formal and Deep Culture. Formal culture is a person's bound with maturity in thought and behavior; deep culture is a process going on whole life. According to Brook's clarifications it is pointed to the mission of teachers and the role of the social environment during culture teaching process and these terms are emphasized more. He tends to highlight the period of whole life and social interactions in the process of teaching culture.

Murdock's model of culture analysis determined in 1971 that any cultural item is classified into one of the seven categories; patterned activity (the expected form of a behavior), the conformity of the activity under certain cases as place or time, the specific doer of the action, the aim of the behavior, some means external to object and doer of the behavior, goal of the activity, the consequence of the activity. These categories also contain lots of

sub categories. In his analysis it is noted that the tendencies of the behaviors or thinking styles of communities in certain places or times are among the necessary objectives or items to be considered under the concept of culture.

It is expressed by Nostrand (1974) that six objectives are pointed to help learners to become more culturally competent such as behaving accordingly in social environment, expressing or referring proper patterns in social attitudes, knowing the types of behaviors, expressing a behavior pattern, foreseeing the plausible acts and to be able to show tendency to make one sensible in a foreign environment. As pointed, the behavioral aspects of the cultural competency are touched on more and he proposes some plausible samples of patterns to be able to fit into the standards of the target culture or community. It is claimed from his notes that it is possible and plausible to be kept informed about the general tendencies and behave or express in proper or expected patterns in social environment.

In terms of teaching culture, Seelye (1993) also described objectives in culture learning process. Seelye states that;

For much of the profession culture has been defined almost exclusively in terms of the fine arts, geography, and history. This narrow definition of culture, unfortunately, does not fully prepare a student to understand the wide range of behavior exhibited by our species. (Seelye, 1993, p. 15, 16)

It is reviewed that culture is a very extensive concept and it encapsulates all aspects of human life however, in language teaching classrooms people consider the culture concept as a too narrow point degrading it to just one subject like history, geography or fine arts. Additionally he claims that as a result, language and culture learners may not understand all aspects of the cultural issues regarded as favorable in target culture. In his explanation it is recognized that regarding the culture as only one subject is like looking at a very large title from a too narrow point of view. If language learners are not facilitated to look at the concept of culture from a very large perspective it is hard to understand all dimensions of the cultural components.

In the 80s, culture in language teaching process is also interpreted in different ways such as learnable facts and variable or changeable process as reviewed by Crawford-Lange & Lange (1987). On the other hand, Piaget (2003, p. 176) regarded culture “as a relatively invariant and static entity made up of accumulated, classifiable, observable, thus eminently teachable and learnable facts”. But this perspective stays as minor explanation dealing with

issues more superficially and ignoring the underlying values of the cultural issues as implied by Byram (1993).

It is assumed by Rivers (1981) that another instance highlighting the significance between the context and culture draws attentions to some textual instructions oriented by teachers. He claims that those instructions stress the importance of the goals of communication in target culture involving elaborative sections on teaching culture in the language classrooms. According to the expression the importance of the context and its practical impact on culture teaching process is implied to have close relationship with the goals of communication and language teaching at the same time.

Strasheim and Bartz (1986) discuss in another study that language proficiency and teaching culture are integrated in Indiana on a state curriculum by language teachers. In the study, culture and language learning are integrated at all levels and culture learning play vital roles before learning the language. They note that the curriculum contains topics such as world of the target language, free time, home and family, education and school, travel, personal needs, world of work, politics, history, and fine arts.

It is suggested by Damen (1987) that culture is taught, it evolves, and it is a universal value of people's lives. He claims that language and culture are closely intertwined and interactive. In the setting of culturally diverse classrooms in the researcher's survey, designing a suitable curriculum containing practices and types of applications conforming to cultural considerations of the students and language teaching process at the same time is of vital importance as implied by Damen (1987).

Supporting the idea above, it is determined by Clouet (2006) that the course of the discussions on the culture and the necessity of teaching of culture in language classrooms reached its climax in the years of 90. According to the claim it is a necessity to carry out the culture teaching activities in language teaching process. Another support is from Hofstede (1991). He expresses that understanding and intertwining culture with language learning is needed to focus on understanding cultural variety among societies. He observes and analyzes psychological and emotional characteristics of societies having different cultural origins. He calls the culture as "software of the mind". He claims that every person carries within him or herself patterns of thinking; feeling; and potential acting which are learned throughout their lifetime. In his explanation much of it has been acquired in early childhood, because at that time a person is most susceptible to learning and assimilating.

His point is that as soon as certain patterns of thinking; feeling and acting have established themselves within a person's mind; in order to adopt, understand and learn, people need to unlearn what they already have in their minds; they should reframe the cultural components in their minds.

Table 3. Value Orientations of Geert Hofstede.

Dimension	Definition	Measured traits associated with orientation
Power distance	How cultures handle inequality – the emotional distance between those of differing status	(1) Employee fear of expressing disagreement (2) Superiors have autocratic or paternalistic style (3) Preference for autocratic or paternalistic style
Collectivism and individualism	Individualism: ties between individuals are loose, each looks after oneself Collectivism: ties are integrated into strong, cohesive in-groups	Individualist (1) Personal time (2) Freedom (3) Challenge Collectivism (1) Training (2) Physical conditions (3) Use of skills
Masculinity and femininity	Masculinity = assertive, competitive, tough Femininity = nurturance, focus on relationships and living environment	Masculinity (1) Earnings (2) Recognition (3) Advancement (4) Challenge Femininity (1) Good relationships (2) Cooperation (3) Desirable living are (4) Employment security
Uncertainty avoidance	The extent to which one feels threatened by uncertainty of the unknown	(1) Level of job stress (2) Rule orientation (3) Desire for job stability
Long-term and short-term orientation (Confucian dynamism)	Long term (dynamic) or short term (static) orientation as related to virtue	Long-term orientation (1) Persistence (2) Hierarchy (3) Thrift (4) Sense of shame Short-term orientation (1) Personal steadiness (2) Protecting "face" (3) Respect for tradition (4) Reciprocation of favors

(Hofstede, 2007. p. 51-52)

Five of these diversities of mind programming are identified by Hofstede in a survey conducted in 40 countries. He called them five dimensions; Power Distance, Collectivism

and Individualism, Masculinity and Femininity, Uncertainty avoidance and Long-term and Short-term orientation.

Cultural value orientation suggested by Hofstede emphasizes that people from the same cultural environment react to the events in different cultural environment with common tendencies and to the same degree. The claim that psychological and emotional attitude patterns are shaped in our minds is given as the reason of that situation. On the issue Shaules (2007) suggests that in order to handle this item we had better relearn other psychological and emotional frames.

Piaget (2003) approaches the item by highlighting another point in his description of the culture learning in the process of foreign language learning. He defines the culture as;

The process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learners cognitively, behaviorally, and affectively (Piaget, 2003, p.177).

According to his perspective, learning culture is not regarded as memorizing of the cultural components, it is seen as grasping of the interactional standards and trying to learn how to acquire the culture. Under the light of this information a three-category model containing knowledge, behavior and attitudes was suggested by Piaget.

Conceptualizing the cultural characteristics in categories later developed into “Three Ps” suggested by National Standards in 1999. In the National Standards there are five objectives for language education. These objectives are known as the 5 Cs; Communication, Cultures, Connections, Comparisons, and Communities. According to National Standards the term of culture in language learning process can be regarded as three intertwined concepts such as perspectives (what members of a society think, feel, value) practices (patterns of communications), products (foods, works, arts). The 3P model proposes an intertwined interaction among these concepts which is illustrated below (See Figure 3).

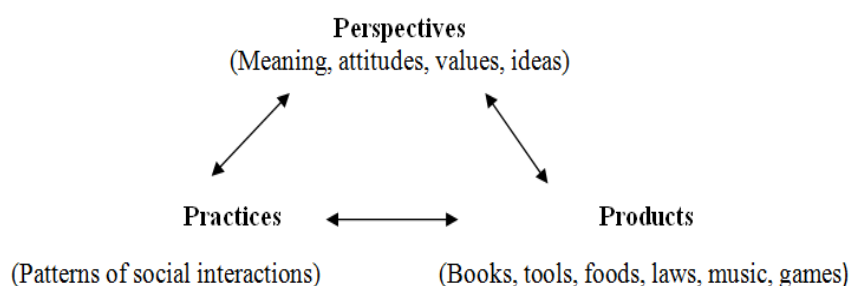


Figure 3. Culture framework of the national standards (*The National Standards*, 1999, p. 47)

Regarding the culture as one of the five principal aspects of language learning, National Standards presumes the enhancement of cultural knowledge as an essential objective. Teaching cultural components of the target language to the students in the classroom setting helps the students learn the language by acquiring various kinds of other social elements belonging to that language. But it is also seen that in spite of the fact that there has been an increasing attention about culture learning in foreign language learning classrooms, the literature on learning concept of culture is still insufficient. Practicing rather than suggesting culture and language teaching in the classrooms and dealing with them in a simultaneous way is of vital importance.

2.5. Multicultural Education

Fullinwider (1993) believes that arising suggestions of multicultural educational settings are on the agenda of various countries and constituting of proper systems in school environments is not new. According to his points acknowledging students' diversities date back to the beginnings of nineteenth century. And it is referred by Payne and Welsh (2000) that the revealer of the term "cultural pluralism" is John Dewey when he suggests a system of education which created a common setting for teaching the various ethnic groups involving Irish, Jewish, German, Polish, Greek, Scandinavian and English in the schools of the state. At that time it is a new concept in public education embracing all ethnic groups and cultures. The Dewey's attempt and experience is regarded as the triggering power of supporting the idea of creating an environment where students from different cultural and national backgrounds can learn together.

It is argued by Fullinwider (1993) that constituting the idea of multicultural education is needed as a vital necessity of the period so as to enable teaching settings to ensure

academic process for culturally diverse students. He claims that the concept of multiculturalism began to exist in 60s at the same period with Civil Rights and Women's movements and it lasted to affect other groups of people like Asians and Hispanics in the following decade. Later it began to spread into other countries like United Kingdom, Canada, Australia and south east parts of Asia.

It is derived from the dates of the studies that multicultural education and much more detailed and extended issues about multicultural learning process are studied for approximately 50 years but according to Oliver (1991, p. 4) "it is a relatively new educational practice for which standardized terminology is still evolving". Maybe some explanatory comment is found in the definition made by Baptiste:

There is not at this point a scholarly consensus as to a universally understood or accepted definition of multicultural education but most statements that attempt to delineate its nature and purpose have as central tenets ethnic legitimacy and cultural diversity (Baptiste, 1979, p. 4).

In this clarification it is discussed that people do not have common cover for the term of multicultural education but the general frame of the concept are shared as a common point among people and it has an acceptance on the ethnic level and it embraces the cultural diversity in it. The contradictory situation in the previous paragraph can be analyzed from the perspective that the term of multicultural education is interpreted in different ways even by the scholars.

Another description of the concept is made by Tiedt and Tiedt (1990, p. 3): "multicultural education has been the source of controversy and confusion". It is reviewed that they propose to define the multicultural education as the first stage and then progress to other extended concepts or terms about multiculturalism. Because it is argued that, without having general frames and certain conceptual structures or formats about multicultural education, people may easily have confusion about more complex concepts or terms about multicultural issues. The clarifications focus on the issue of making the terms clear as the first stage then doing some certain practices about them. It is warned that without being acknowledged about the terms people may be confused about the terms.

From a sociopolitical point of view, a definition is made by Nieto (1992). Education in multicultural setting is period of extended school changes toward new trends and fundamental education for all students as expressed by Nieto. He rejects and prevents racism and such kinds of discrimination in school environment and society; instead he affirms and encourages the pluralism among students, their societies and teachers. In his

description the scholar proposes such an education environment that every student shall feel himself / herself as in their own countries. He suggests that the curriculum and education settings in the school are organized in accordance with the common characteristics in foreign students' homelands. And the essential issue touched on here is that the teachers, themselves should be aware of the dissimilarities and treat students considering their circumstances.

Multicultural education is regarded as a process by Richards (1993). He says that (1993, p. 48) "multicultural education is a process that honors the multicultural nature of the society in which we live and as an agent of change, examines the connections between power and knowledge". Richards deals with the nature of the community in which cultural diversity exists and sees the concept as a progression. Yakışır (2009) defines the multicultural education as the project of living together of the people having different religion, language, nation, and cultural background.

After doing an observation Fullinwider (1993, p. 3) claims that "there exists many and often incompatible ideas and aims that people try to lump together to either attack or defend multicultural education". He suggests a fundamental description for multicultural education and his description embraces what many other researchers and authors emphasize. He (1993, p. 3) notes that "multicultural education is education responsive to cultural differences with the aim of promoting individual student achievement and promoting mutual respect and tolerance among students". According to the scholar the multicultural education develops students in individual success and it creates the atmosphere of respect and understanding among the students. In Fullinwider's notes the importance of individual success, respect and unity of these feelings are found and those are the indispensable items of multicultural educational settings.

The multicultural education is a change-oriented process which embraces six embedded goals as reviewed by Davidman and Davidman (1994, p. 2):

These goals are educational equity; empowerment of students and their parents; cultural pluralism in society; intercultural/inter-ethnic/intergroup understanding and harmony in the classroom, school, and community; an expanded knowledge of various cultural and ethnic groups; and the development of students, parents, and practitioners (teachers, nurses, counselors, principals, curriculum, coordinators, etc.) whose thoughts and actions are guided by an informed and inquisitive multicultural perspective.

According to the clarification, the change-oriented process of multicultural education is regarded as an important factor enhancing universal perspectives of students. This process

would make the students a part of the unity rather than being isolated ones and students' point of views are developed due to the changes around them. During multicultural education process schools play a vital role by taking precautions against the personal and institutional racism and enabling the students to feel powerful in that environment. Teachers in these situations are regarded the actors of the process by acting as model universal educators. On the point of modeling, Merryfield suggests that in order to act as model universal educators, teachers need some essential features;

Global educators, in teaching about cultures, focus on cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives consciousness-recognition, knowledge and appreciation of other people's points of view. These are all essential in development of global perspectives (Merryfield, 1995, p. 3).

It is clarified that multicultural concepts and strategies should be implemented in an effective way for students to feel themselves as a part of the society and they are valued in that society.

According to Woods (1995, p. 6) "teachers should develop an awareness of culture in themselves, they should develop an awareness of culture manifested in their students and know which socio-cultural factors influence the teaching and learning process". Some implications are suggested for teachers to deal efficiently with pluralistic settings in terms of cultural components and creating an awareness of culture in themselves.

As Nieto (2000) also notes that multicultural education refuses and sets against racism and other kinds of constraints embedded in society and schools and it proposes and supports pluralism reflected by students, their society, and their teachers. In his point it is implied in essence that the multicultural education is the act of educating all the children regardless of their differences. It can be reviewed that one of the primary objectives of a frame work of multicultural education should be to enable the students to increase their own awareness of the cultural diversity of the society in order to form a setting that recognizes the differences of all students.

As the last and a comprehensive approach about multicultural education, let's have a look at notes determined by Sleeter and Grant in 2009. They argue that so as to be able to integrate the multicultural education in classroom environment, five different approaches can be suggested. The first approach refers to the assimilation into general cultural perception as the suitable way for citizens and values of a society. It deals with being acknowledged about the tendencies or expected norms of the society. The second approach

considers the acceptance of the basic humanity values and it tries to eradicate the stereotypes while learning about different cultures and cultural components. The second approach is interested in the common or universal norms which are accepted by anyone. The third approach supports constituting necessary conditions which allow minor groups to represent themselves in a suitable manner. The fourth approach advocates the pluralism of cultures. It expresses the claim that there should be an equal valuing system for all ethnic and culturally diverse groups regardless of their race, class or other diverse characteristics. The last approach is called as multicultural social justice education. It is based on the equality for everyone without any privilege neither major nor minor communities. In general, the approaches deal with two dimensions one of which is representation and the other one is justice. It is suggested that equal facilities and equal outcomes should be ensured for culturally diverse groups in the community.

Most of the definitions on multicultural education put an emphasis on a few basic doctrines. One of these main doctrines is the development of the perspective and cultural understanding of both natives and out comers. Another generally accepted tenet is respect and appreciation of others' points of views. The other discipline which is frequently referred is the justice for all sides. Additionally, positive, open, accepting and respectful relationships among the people from different cultural backgrounds are also attached importance.

2.6. Pedagogy in Culturally Diverse Classrooms

There are different views about the application of the teaching of language and culture components. One is that 'target language culture' should be taught along with the language to acculturate the language learners into the cultures of that language (Byram, 1990; Byram & Flemming, 1998). The second view notes that there should be no teaching of the 'target language culture' along with the language in the countries where the language is an institutionalized variety (Kachru, 1985, 1986; Kachru & Nelson, 1996; Canagarajah, 1999). Other two views also refuse the idea of teaching 'target language culture' together with the language. However, though one of the views encourages teaching of 'local culture' in English language teaching (Kramsch & Sullivan, 1996; McKay, 2003), the other view is on the point of view that English is a lingua franca and it must be taught in a culture-free context (Alptekin, 2005; Jenkins, 1996, 2000, 2002, 2005; Seidlhofer, 2001).

In order to explore the role of ‘culture’ in English language teaching, several empirical studies are conducted.

According to Byram (2004), pedagogy in culturally diverse classrooms can be regarded as any reasonable practices or applications carried out in the classroom so as to be able to enable the foreign language learners to acquire not only the linguistic knowledge, but also to grasp the cultural features of the language they learn at the same time. His point is that the program or curriculum designed with the aim of enabling the students learn both the language and the cultural components of it is accepted as pedagogically suitable application. Byram (2004) asserts that in the language classrooms, teacher is the underlying medium facilitating culture learning. He regards the teachers as the practitioner creating the appropriate environment for culture and language learning. In her article Natalie Orlova (2003) notes that “The development of cross-cultural competence, as an integral part of communicative competence, is one of the main objectives of teacher training”. Orlova (2003) supports the idea that the intercultural competence must be developed at each level of the system consistently.

It is worth to pay attention to the additional explanations suggested by Brody (2003) and Piaget (2003). They express that all of the classroom environments are not the same, so the first point is determining on the correct material through which it should be without much difficulty to present the cultural components to the learners. According to the scholars, second point is determining on the suitable teaching practices which should be congruent with the goals and objectives of the classroom. In their attitudes, the determination of the materials and practices in the classroom setting is of vital importance. On the point from more specific aspect, it is noted by Kramsch (1993) that teaching of culture in a good way is enabled by some suggestions and directions for practices. To express the approach, the acceptance of the learners as the citizen from their own culture and treating most properly to them is adopted. From another perspective, it is pointed by Kurogi (1998) that good culture teaching should suggest the enhancement of intercultural competence capacity. It is emphasized by his note that teaching culture in an ideal way should involve teaching of cultural aspects regarded as common in all communities.

From pedagogical perspective, on the cultural diversity and appropriate pedagogical principles most of the researchers such as Brooks (1968), Byram (1991), Crawford-Lange & Lange (1987), and Kramsch(1993) support the idea that the culture should be taught in a

way that involves acceptance and understanding of the culture of the language at the same time. When accepting the culture as the necessary point of language learning process the question of how to teach comes to the mind. To explain the issue, Byram (1991) regards that when the learners are taught the culture in an explicit way the teacher explains his or her students that some parts of the lesson are spared for culture teaching; but if the learners are taught in an implicit way teachers do not have to make such an explanation and students do not know that they learn something specifically related to cultural components. By this way the students learn the cultural components of the language without being exposed to cultural elements directly which is preferred and supported type of application in culturally diverse setting.

Storme and Derakhstani (2002) review about teaching issue that; the concept of culture should be taught to students as a skill rather than only as information and students should be facilitated to use this skill in interactional practices, to use the rules, norms, values and behaviors in a practical way. As a similar perspective, Kramsch (1988) and Piage (2003) also approach to the culture teaching as a practical instruction. They regard culture learning as an ongoing process throughout people's lives in target culture. The teaching of the culture is handled as living with those cultural elements in the daily life in a normal way.

Velma D. Menhaca (1996) makes a research on the necessity and types of teaching methods of culture and language. In her study she reaches at the result that even though the teachers are aware of the fact that they should integrate the cultural backgrounds of the students into the teaching process of the language but they do rarely so. This situation stands for the evident that the students of the teachers who take multicultural issues into consideration do better in interactional, social, and communicational events.

According to Richards (2007) the teachers in the classrooms are the primarily responsible ones to prepare and apply the pedagogical programs according to the congruence of the concepts of culture and language. They should determine carefully on other instructional materials which should be appropriate for the needs and interests of students if they aim at teaching culture and language in an integrated manner. It is also stated by Richards (2007, pp. 67-68) that "if instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are denied an equal opportunity to learn. Instruction that is culturally responsive addresses the needs of all learners". It is noted by Barro, Grimm, Morgan, & Roberts (1991) that it is necessary and crucial to equip

the students with the knowledge and components about the target culture and the skills essential so as to behave accordingly with the cultural values and norms in an environment of target culture. It is suggested by the explanations that students who are donated with the necessary knowledge and skills in terms of cultural components can run their academic and social lives more smoothly in the environment where target language are taught.

As a warning it is also presented to the attentions that not only target culture but also the culture of the learners should be handled during the process, as reviewed by Robinson (1988). In order to handle the cultures of both sides, there are some discussions on whether teaching of culture should emphasize the similarities or differences between the cultures. It is supported by Robinson (1988) that stressing the similarities plays an important role on reducing the ethnocentrism and preparing the students so as to be open to learning the differences in the cultures. But Damen (1987) and Kramsch (1993) are on the point of view that the different points are to be highlighted before similar points in teaching culture because it prepares learners in a better way for the possible cases when they communicate with people from target culture. According to another group of researchers such as Barro (1991), Dunnett, Dubin, and Lezberg (1986) a balanced way of teaching style and time allocated to the similarities and differences of cultures are preferred, and the foreign language teachers are regarded as the primary responsible units for this process.

2.6.1. Mediums during Language Teaching Process

Another question flashing into the minds is the *mediums* while teaching the culture and cultural components during language teaching process. As to the practices and types of applications in the classroom setting, it is suggested by Blatchford (1986) that for practical and instructional aims for culture teaching the use of newspapers is regarded as among the important mediums. Additionally he regards that the newspapers provide the students with real life situations and reading materials in them enrich the learners in terms of cultural elements. It is supported by Hughes (1986) and Moore (1999) that the primary advantage of newspapers is that it is the authentic material and the very product of target culture. In their points the authenticity is regarded as an important factor in culture teaching elements as it would be helpful to the teachers and makes the learners exposed to authentic materials in a natural way. On the other hand in the far past of culture teaching event, educators are criticized for highlighting literary texts so much but it is noted by Valdes (1986) that the

current practices can also be applied in an harmonious way with those texts at the same time. While doing that he points to the subtle point that the selection of the materials in terms of content and suitable level of students addressing to their interests and needs are to be considered before handling them in classrooms.

Hughes (1986) and Moore (1999) determine that as alternative methods, the use of technology involving internet and computerized activities is getting popular in an increasing trend. It is reviewed by Hughes (1986) that such kinds of activities enable the teachers enlarge their teaching environment out of classrooms and present more opportunities to apply their responsibilities. Additionally, they provide, at the same time, facilities for more distant communicational settings. On the other hand, it is assumed by Moore (1999) that some other products such as television commercials and videos can also be considered as authentic materials but using of such kinds of materials is regarded with some hesitations. He notes that it is thought that the cultural issues and the way they're presented may not be suitable for the goal norms or behaviors wanted to create on students. In their point it is suggested that to abstain from such kinds of dangers it is necessary to be elective for determining of activities and tools they're presented.

According to Fleming (2003) culture learning activities can also be enriched by drama and role plays by emphasizing experiential learning. It is noted that they can be practiced as face to face real life situations and students are facilitated to reflect on the difficulties of intercultural communication.

From the instructional perspective taking various kinds of helpful practices above into consideration, the type of application is also of vital importance. It is noted by Kohn (1999) that if it is necessary to deal with instructions deserving much more clarifications in terms of the application of the curriculum in teaching settings in details, it should be paid attention to the types and styles of instructions in education system. Kohn (1999) maintains that there are two patterns of instruction in education system. Traditional education system is one of them in which the teacher is on the center of instructions. The students listen to the teacher all the time without performing actively in the classroom; learning subjects in an isolated manner by memory techniques. And the alternative instructional methodology is the second type of instruction which centers the student on the focus and enables the learners to perform actively in the classroom. In the alternative instruction teacher is just like a facilitator and encourages students be responsible for the learning process.

According to Ladson and Billings (2006) while taking the types of instructions into considerations with all of their positive and negative aspects it is plausible to take part in favor of alternative instructional methods which can be regarded as the most suitable way for culture teaching in a multicultural teaching setting.

In terms of selecting and carrying out the types of applications, in the ideal learning and teaching environment the curriculum should be tailored according to the specific interests and needs of the students as suggested by Beane and Apple in 1995. It is stated by Beane and Apple (1995, p. 13) that “a democratic curriculum emphasizes access to a wide range of information and the right of those of varied opinion to have viewpoints heard”. It is also assumed and meant that students in a democratic school environment are facilitated to be who they are and are not forced to suit into a certain form or shape. According to their point in instructional issues students are allowed to benefit from the curriculum via a wide range of materials, resources and systems of learning.

As a supporting view it is argued by Wentzel's (2003) that students should be given opportunities according to their strengths and weak points in a curriculum. He claims that the curriculum also should be tailored according to the productivity of the students in terms of academic and cultural outputs. In his points, in the classrooms the teachers play vital roles as facilitator and as a guide rather than just giving the information to the students. Additionally, student to student interactions should be encouraged and collaborative learning environment should be organized in order for the students to accomplish their tasks and objectives from academic and cultural aspects.

It is derived from the suggestions, notes, and points reviewed by the researchers and scholars that an appropriate teaching environment had better be welcoming, warm and sympathetic by meeting the interests and needs of students. Students should have the right of word to say something about the expectations and opinions on the whole process of learning. It is suggested that the students would be able to set their own goals for learning and achievement and they have the idea that their thoughts and primaries are considered as important. In that way, it is claimed that they feel themselves belong to the target culture; and the values of those cultures are adopted by students in a more smooth way. It is pointed that they can both learn the culture and language under such favorable circumstances.

Additionally, it is also pointed to the attentions that to be able to create an appropriate atmosphere for students, teachers must care for each item of the educational sensitivity regardless of the students' backgrounds, gender, language, social and economic status, race or ethnicity, or their abilities. And as a society, people should do their utmost to develop the system to meet the emotional, social, nutritional, medical and even individual needs of the students who study in a foreign culture and country and who should be supported in all dimensions for the sake of both their own countries and their guests.

2.6.2. Understanding Cultural Diversity

It would be better that while trying to understand the meaning of the concept of cultural diversity we should deal with the meaning of the term diversity as a first step. Hemphill and Haines (1997) define the term diversity as “differences among people or peoples reflected in a variety of forms, such as age, culture, disabilities, education, ethnicity, gender, language, politics, race, religion, sexual orientation, social class, and values”. Diversity of the culture refers the differences from many aspects in culture and cultural components among the people. Hoopes and Pusch (1981, p. 5) define it as the “existence of two, three or more cultures among people who live within a single sociopolitical structure” and they point to the differences in terms of norms or attitudes in the same society. In the descriptions, the distinctive features which differentiate the person from another person or group from another group and which characterize the people according to some specific items are underlined.

According to Manning and Baruth (2009, p. 25) culture is defined as “people’s values, language, religion, ideals, artistic expressions, patterns of social and interpersonal relationships, and ways of perceiving, behaving and thinking”. They discuss that if teachers in the classroom treat all of the students considering this definition of culture, they would do their role with the notion of integrating race and racial experiences into the school experience. From this role and application, it would be understood that all students have a cultural background regardless of their current educational situation in another country. It is claimed that it would not be ethical in terms of educational aspects that students’ different backgrounds are not considered and respected.

Rogers (2008) believes that if culturally responsive pedagogy is given the chance to take place in the classroom environment, all of the students are expected to be successful in not

only academic but also various kinds of social areas. According to him, through the culturally responsive pedagogy students are facilitated to present the diversity they bring with them and various views and opinions help them create a more colorful learning environment. It is pointed by Ladson and Billings (2009) that the application of culturally responsive pedagogy also promotes the idea that all students who are not deprived of representing their own cultural background have a natural tendency for academic excellence. According to their point, the cadets who are permitted to symbolize their own backgrounds can also do well in their academic lessons.

It is stated in the article *Challenge of Diversity* that in the history of the multicultural educational programs two types of approaches are influential until recently (Bowman and Barbara, 1994). In their point, one of those approaches emphasizes the uniformity in the education and supports the idea that all students should have approximately the same experiences and facilities. In this type of approach suggesting uniformity, the common experiences and facilities of the students are ensured via monotype curriculum and standardized testing applications in addition to the uniformity in the practices of teachers in the classrooms. In the article the second approach supports the diversity in learning and teaching applications or educational experiences. According to the second approach, students should not be in a passive position in educational experiences; they should not just grasp the knowledge presented to them in a passive manner, instead, they also should present their own views, opinions, beliefs, and values to the educational environments. It is pointed on the second approach that in order to engage the students from different cultural and linguistic backgrounds, we shall facilitate them to play their roles actively as learners. It should be accepted that if those students are not educated in an environment in which they can represent their own cultural or national backgrounds, it is really hard to be able to teach them accordingly with academic components.

Bernstein expresses that thanks to the positive learning settings above, the concept of tolerance begins to be popular in educational experience. It is assumed by Bernstein (1991) that cultural diversity gets widespread in all layers of the community in the United States and people may encounter such situation at their works, schools, banks, and streets etc. According to the Bernstein (1991, p. 329) “there can be no escape from plurality- a plurality of traditions, perspectives, and philosophic orientations. In his point, he notes that

it is not so different in other parts of the world which is getting like a global village more and more in time.

What about the situation of society in terms of the plurality of the backgrounds. Are they totally favorable or should they be rejected completely? Banks (1991) studies on the possible influences of the cultural diversity or pluralism in the community about two decades ago. He notes that “Cultural diversity can enrich a society by providing novel ways to view events and situations and to view our relationship with the environment and with other creatures” (Banks, 1991, p. 7). From Bank’s point of view it can be asserted that the diversity or multiplicity is to be approached like a wealth and richness in a society in terms of the ample amount of new items they bring into the other societies.

From the traditional point of view which supported the uniformity to the norms of diversity, Senge (1995, p. 4) assumes that “the world has changed profoundly, but we have not changed with it. It is absolutely awesome the power we’ve acquired to shape the world. All the major crises we face in the world today are systematic, and they’re man made”. It is implied that people are not as flexible as the nature and the world around them in terms of taking initiative for some changes in the system in which they’re grown up. Morey and Kitano (1997) suggest some novelties to the architects of the society who are the teachers. They point that, teachers as educators of the community should take the responsibility to be able to build a new educational system in which participants accept the need for cultural awareness and collaborate and create an environment embracing interactional relationships.

In order to emphasize the outputs and positive aspects of the systems which recognize and embrace all of the students regardless of their all secondary features except for academic goals, it is important to share the views of Association of American Colleges and Universities. It is asserted by Appel (1996) that by underlying the social aspects which embraces all learning events it is challenged by American authorities that higher educational institutions consider the experiential issues of students in the campus environment and what they learn from their those issues, and how those experiential issues affect not only the education but also the quality of community in general. In his point it is highlighted the additional yields of the diversity in not only educational but also social issues.

2.6.3. International Students

International students are defined in different ways in different countries. According to Althen (1990) international students are described as people temporarily staying in a country, which is not his country of citizenship or permanent residence, so as to have an educational program. He claims that in one of the surveys in the United States international students are defined as sojourners rather than U.S. citizens, residents, refugees or immigrants. It is meant that immigrants are like the residents but sojourners are like neither immigrants nor residents; they will eventually leave the country one day. However, Berry is concerned about that description which is not regarded as in favor of the international students considering that they may feel hesitant to have close affairs with their temporary citizens or to identify themselves as a member of the target society.

Throughout the history of human being, people get out of their homelands, folks, and cultures so as to follow the path of knowledge. According to Dubois (1956) the starting point of the journey for educational objectives goes to beyond the second century. He reviews that later in sixteenth and seventeenth centuries the popular goals of international education turn into travelling and observing in addition to studying at the same time. It's noted by Giroux (1992) that there is enormous number of researches on the issue of intercultural education. These studies outnumber during last decades with the increasing number of international students all over the world. According to the survey made by Institute of International Education (2007); from 1954 to 2007 years the number of international students increased from 34,232 to 582,984. Besides, it is also stated by Institute of International Education (2005) that in the universities all over the world, the number of the capacity of undergraduate and graduate students has been raised to be able to present more quality educational standards to more students.

After mentioning about the increasing number of the studies and the students referred in those studies it is plausible to have a look at the places as the temporary residences of those international students. It is stated by American Council on Education (2005) that United States is on top of the list enrolling the most international students in the world. According to the same survey, Asia is the first region sending most international students to other countries and in this region, India is on top of the list, China is the second and The Republic of Korea stays in the third place. Japan, Taiwan, Canada, Mexico, Turkey,

Thailand, Germany follows the others on the list of sending international students to other countries.

2.6.3.1. History of the Study on International Studies

The next point coming to the minds is the history of the studies on those students. It is claimed by Downs (1978) that intercultural communication has been practiced for a very long time but just as the studies on multicultural field, surveys on intercultural formal field are carried out for about sixty years. He suggests that with the enlargement of colonialism and the top position of economic situations, there is an important scale of directions of the steer of international education and this situation draws most of the students into European schools until the First World War. According to his notes; later, intercultural communication begins to draw attentions of people all around the world after the World War II. However in the preceding period of the war, “America, isolated by geography and national policy, has little reason to consider the need for intercultural training” (Downs, 1978, p. 88).

It is stated by Altbach and Kelly (1985) that in the subsequent period of the war as the international affairs begins to grow among the nations and as economical treaties starts to be indispensable throughout the world, people are attracted to international communication in an ever-mounting way. They point that due to the emergence of political and economical power of United States, they fund enormous amount of money for technological researches and conduct surveys. From the historical perspective towards the concept of intercultural competence, it can be understood that with the impacts of political, social, economical, and technological developments the need for intercultural communication especially in educational environment is experienced in a dense way. It is noted by Sabine (2011) that intercultural competence is a main resource for successful and effective communication and exchange. She regards the intercultural competence as the integrated part of a successful communication.

The advantages of international students are also to be discussed in terms of the countries who take place in the process of hosting and sending the students. According to Primavera and Javier (1997) the international student programs create opportunities for diversity trainings and development of training and educational programs. They enable other students to feel more advantageous in terms of meeting their emergent needs, their

academic and civilian studies etc. The survey asserts that in other countries, international students are vigorously motivated so as to become culturally competent because international students are broadly aware of the value and benefits of such kinds of programs.

In her significant survey, *Internationalization: Rhetoric or Reality*, Shelia Biddle (2002) clarifies the ways of benefiting from international students and multicultural learning environment in universities and colleges in the United States. She claims that “Universities must internationalize in order to educate their citizens for global citizenship, to keep pace with other peers, to better serve the national and international community, and to remain as great universities” (Biddle, 2002, p. 7). In her expressions the advantageous points of learning settings where international students study are touched on in essence. The collaborative educational setting is encouraged for academic, social and national gaining.

2.6.3.2. The Significance of International Education

While thinking over international education, paying attention to the significance of it for societies is of vital importance, too. Lambert (1993) claims that there is an undeniable relationship between the level of prosperity and the number of the students studying and graduating from colleges or universities. He points that countries which are not too rich in terms of natural sources can compete with others by educating their people. It is derived from the note that diversity in education contributes too much for the progression of the countries.

According to Peterson, Briggs, Nelson, Horner, and Dreasher (1999) it is noted that international students gratified with the general and academic issues educate Americans in terms of intercultural areas. Marino (2007) adds that these areas are realized through international students’ dance, music, food, theatrical and folklore customs, festivals etc. She states that “We’re blessed to have our lives enriched by other cultures and our minds broadened by insightful students” (Marino, 2007, p. 20).

2.6.3.3. The Problems of International Students

There are also some other studies searching for the difficulties international students have generally during their educational period in the other countries. The studies and researches conducted in order to seek for the problematic issues show that students studying abroad have difficulties about language distinctions and inadequate knowledge or experience about cross-cultural interactions as implied by Hall (1959) and Leeds-Hurwitz (1998). It is asserted that the experiences of students prove that adaptation period to the new culture leads to new and significant problems.

Dubious (1956) investigates the cultural adaptation, economical and academic difficulties international students face and psychological and mental outcomes of those experiences in their lives afterwards. (Dubois, 1956, p. 78) says that “the greater the degree of culture contrast between the home and host country, the greater will be the severity of adjustment problems”. It is asserted that international students are subjected to the difficulties of adapting to new lifestyles, different cultural values, feelings, behaviors, and problematic issues in terms of communication. Badur (2003), claims that a great many challenges can be listed faced by intercultural students during their studies in the other countries. It is noted that academic, legal, financial, mental, cultural, and psychological concerns are among the primary issues to be handled as problems of international students. He argues that if such kinds of problematic issues are not dealt with and handled out in favor of students, they not only will be unsuccessful in studying and contributing to the process of learning, they may become burden on the country or society they live in, as well.

Mak, Westwood, Ishiyama, and Barker (1999) regard the most problematic issues as the inadequate knowledge of cultural rules of the society or the characteristics arising in interpersonal relationships. Another reason determined by Ward, Bochner, and Furnham (2001) for the problematic issues is that international students are not the same as other immigrants or non-residents due to their academic aims. Being desired not to be unsuccessful or wishing to do good scores academically makes the social and cultural adaptation process more difficult. The concerns about the success in terms of academic lessons and having a well grade are regarded among the points making the adaptation process more difficult.

On the other hand, it is pointed by Robinson (1992) that academic adjustment can be regarded as adjusting totally or partly to the different educational systems. Faculties’ and

classrooms' different customs, types of relation patterns or hierarchical differences in the administrative stages may also be problematic for international students. Additionally, Sarkodie and Mensah (1998) assume that classroom activities, culture in learning setting, grading system, activity types also may be regarded as other issues that may create problems for international students.

Prejudice towards people through racial or ethnic plane may be discussed among the matter as implied by Gonzalez and Castro (2009). They claim that international students may encounter various kinds of discrimination at school, their daily jobs, restaurants, hotels, airports and other social and educational settings. In their points people have the belief that the native culture is risked and harmed by the culture of immigrants or international students.

Magner (1990) argues that studies on multicultural education reveal that multicultural awareness enable learners to dive into interactions and tend to be open to differences of others. He also points to the opposite way and states that when the students are impelled to behave in a certain shape and to be educated according to some predetermined structures they may feel failed in both academic and cultural issues. It is implied that the educators' role for preparing students for a more suitable setting in terms of cultural and linguistic points should be considered, planned, organized and applied in an attentive and collaborative manner.

Another issue is discussed by Senyshyn, Warford, and Zhan (2000). They claim that the time spent in a country or society plays a vital role in the process of adjustment. It is claimed that as the experiences in the target culture area increase, the problems related to the adjustment decrease in a continual way. It is resulted that the longer the time spent in target culture the better the process of adjustment of international students.

As the final matter to be handled is the legal and ethical problems that international students encounter while accessing to social services. Paige (1990) asserts that international students unfortunately may not have the same legal protections which are reserved for the natives, and they may not all the time know how the legal system in the country works. Other researches such made by Birchard and Overland (2008) show that the legal organization or system which should be learned by foreign students is the main symptom or pointer of their anxiety and depression many international students have been made to live with.

2.6.3.4. The Solutions for Problematic Issues of International Students

While looking for the formulas or keys solving such kinds of problems faced by international students, it is suggested by Castro-Abad (1995); Chaskes (1996); Faid-Douglas (2000); Hutley (1993); Mori (2000); Parr (1992); Pedersen (1991); Schunk (1996); Surdam & Collins (1984) that in order for international students to have less problematic situations, all the members of the universities responsible for any works of international students should behave in a collaborative and in an emphatic way; they should try to understand their situations and the challenges they meet during their processes of having education in another country.

Njumbwa (2001) also makes suggestions on the issue that higher education should always be enhanced and academic programs of good quality and some basic and secondary services are to be provided and supported for international students. He suggests that countries should really pay great attention for discovering and meeting the needs and expectations of the students.

In essence, as a general point of view, it is impossible to ignore the great yields and gains of the international students in terms of individual, social, economic, cultural, and intellectual outcomes as reviewed by Lambert (1993). He points to the developmental process in the environment where international students get high level of interaction with each others. On the other hand, the scholars point to the problems arising from different situations existing in all societies. They present cultural, psychological, economical, mental, and academic difficulties facing to international students. Some sorts of solutions are also suggested by the scholars. According to them such kinds of problematic issues can be handled out by collaboration of all responsible units in all countries hosting and sending the students. It is implied that only the efforts and attempts of a country or its university or college cannot be enough for the solution of such problems arising from the situations in various countries. Every unit or section in the schools or societies should conduct the necessary process or meet the needs of the students to be able to help the educational process go on a smooth route.

2.7. Review of Multicultural Studies

So many researchers have investigated the perspectives of the students and teachers towards culturally diverse settings, the effects of multicultural learning environment on educational process, so far. Through this part, these researches are summed. The results of these studies are very important in that they let us see the related points of the culturally diverse classroom settings and effects of it on learning process and develop our educational process and plan the curriculum accordingly. The studies investigate the perspectives of the students on diversity, the teachers' point of views about multicultural learning environment, and the effects of culturally diverse setting on educational process. The studies are conducted on the students and teachers as participants and they're applied as direct/indirect observations, interviews, and criterion related methods.

While going through the history of multicultural studies, it would be appropriate to start with the study of Association of American Colleges and Universities (1996) which is conducted in Washington D.C. The study called as *The impact of diversity on students* is conducted on the students and significant conclusions are attained regarding the situation of diversity in the educational system. From the study which is administered as the observation of the students during the educational term, Appel, Cartwright, Smith, and Wolf (1996) point that the perceptions of students that they're accepted regardless of their different backgrounds are so satisfying issues for them. Additionally, embracing diversity curriculum, foreigner students tend to interact with the others around them more and more, compared to earlier times. In their conclusions from the study, it is inferred that applications of diversity through positive methods and facilities for students to perform in the classroom affect the outcomes of the students in the favorable manner.

Another interesting study conducted by Association of American Colleges and Universities on culturally diverse setting is the one noted by Smith (1996). Association of American Colleges and Universities publishes the results of a group of studies involving about 300 researches which deal with the effects of culturally diverse setting on the learning process in general issues. The findings of the researches reach at those outcomes; cultural diversity enables the learners to have more educational experience. It is asserted that according to the reports and experience of people, language can be taught best in socially and culturally diverse setting. In Smith's point, cultural diversity prevents the preconceptions of people about rigid items; it promotes thinking critically and encourages learners to communicate

with others around them comfortably. In the outcomes driven by the association, the social and academic gains of the diversity are underlined and increasing of the numbers of such settings are advocated.

Humphrey (2000) observed a group of students consisting of international and native students in his study *Effects of Diversity on University Students* for nearly four months and prepares a large observation report in various areas about the culturally diverse environment. In his report he points to the claim that the efforts to decrease the prejudicial behaviors towards others and to increase tolerance among the students and creating an environment for understanding to the diversity play vital role in creating a generally successful environment for students, staff, and teachers. Humphrey also (2000) claims that many researchers also agree with the idea that to teach culturally diverse members it is the starting point to begin with eliminating the uncommon features and focusing on the tolerating behaviors towards the others.

Zuniga (1995) investigated the students in Michigan University with the aim of searching out the understanding or tolerance situation of the students towards the others. In the survey, the students are observed during the term and their attitudes and behaviors towards one another are interpreted and framed according to some general issues. At the end of the examining process the study drives the result that dialogue activities among different groups decrease the prejudicial attitudes among students. The more interaction they get with one another the less prejudiced or biased thoughts they have towards one another. It is pointed that communication reduces the unknown points in the minds of people and makes them familiar to each other. As they get more familiar with one another they have the tendency to interact and learn more about the others. From the study it can be concluded that creating the facilities to enable the learners to get into contact to each other about anything they wish would work in order to diminish the obstacles before understanding or tolerance situation of the students towards the others.

Another high stakes research project is Nelson's (1994) observation the relationship between the white and black students in United States. The survey is carried out at Shippensburg University in Pennsylvania. The behaviors and attitudes in the relationships of the students from different cultural and national backgrounds are analyzed. It is observed that activities and various opportunities organized to enable interaction, communication and understanding among culturally diverse university students is found

really influential. Those curricular programs which is designed to be able to assess the effects of the dialogues on students' relationships are found to be so fruitful in terms of the thoughts of white students towards others and awareness of those white students about racial issues. It enabled white students to have a high understanding perspective towards racially diverse ones. It is concluded from the result that the racial and social obstacles can also be overcome by creating a favorable atmosphere enabling the students from different cultural or national backgrounds to interact as much as possible.

Lopez (1993) focuses on the influences of the culturally diverse groups from another research perspective. In the study applied on the university students with the goal of finding out the effects of the multicultural learning environment on the cognitive development, Lopez (1993) carries out tests on the students to measure the developmental process of the students. It is noted in the survey that cognitive developments of the students who participate in the education with diverse students and who have interactions with them all the time have a great progress. It is observed that they develop themselves in terms of looking at the events from different perspectives and evaluate the things around from various point of views. Lopez (1993) notes that students' cognitive competences are enhanced thanks to the various aspects and practices of intercultural contexts.

In the USA, Chang (1996) made a research on the university students in 1996. The study "Racial Diversity in Higher Education: Does a Racially Mixed Student Population Affect Educational Outcomes" is conducted in 300 university campuses. The study is conducted with the support of thousands of university students and hundreds of lecturers. The study comes to the conclusion that the educational environment consisting of racially and culturally diverse students have positive effects on students' satisfaction on their school, lesson grade averages, and their self-confidence in terms of social and intellectual aspects. Chang notes that diversity has a direct positive impact on the students; the more diverse the student body, the greater the likelihood that students will socialize with someone of a different racial group or discuss racial issues. It is derived from the result that as Byram (1988) also points, the diversity of the cultures and nations of the students help learners develop themselves from social and individual perspectives. Their social competences are enhanced through interaction with the culturally diverse ones.

Multicultural Education Consensus Panel sponsored by the Center of Multicultural Education at the University of Washington and the Common Destiny Alliance at the

University of Maryland reaches at the result that culturally diverse classroom settings in the state schools is both an opportunity and a challenge (James A. Banks, 2001). It is claimed by the committee that the folk in the country is enriched by the ethnic, cultural, and language diversity among its citizens and within the schools. However, it should also be considered that whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination may develop. According to the scholars, institutions should find the ways to respect the diversity of the students as well as help to create a unified nation-state to which all of the nations' citizens have allegiance. They state that "we hope these design principles will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society" (James A. Banks, 2001).

In the United States, another study on cultural diversity is conducted by Sandra Golden in 1995. In her study called *An Examination of Teachers' Sense of Efficacy, Cultural Awareness, and Their Pedagogy in Diverse Classrooms* Sandra gathers data and examines the culturally diverse classroom setting through interviews and classroom observations. Through the interviews she takes the views of the teachers about teaching learners from diverse backgrounds. The researcher has the conclusion that the teachers have the feeling of reassurance and they have a sense of occupational self-efficacy while teaching in multicultural classroom setting and they find being aware about the cultural issues really useful in terms of learners and teachers. In summary, it is resulted in the study that from the pedagogical point of view, culturally diverse educational environment is regarded as rewarding and beneficial for learners and teachers.

Pamela Barry also makes a research on the responses of the teachers towards culturally diverse classroom setting in 1997. In her study *Teacher's Awareness and Response to Cultural Diversity in the Classroom* the researcher borrows some of the tools of ethnography including the interview, observations in the classroom, note taking, transcribing and interpreting the data collected through a written document. It is observed in the study that the positive reactions of the teachers towards learners from diverse backgrounds help to get the success for the students. It is suggested that conversation and knowledge sharing among students and their teachers would further awareness and action to assist in reaching all children in the classroom. In the study it is stated that; "Obviously,

it is mutually beneficial for educators to celebrate diversity and believe in the potential benefits that can be invoked in the education process”.

In her report, *Internationalization: Rhetoric or Reality*, Sheila Biddle (2002) clarifies how colleges and universities in America benefit from culturally diverse settings. Sheile (2002, p. 7) states that “Universities must internationalize in order to educate their students for global citizenship, to keep pace with other peers, to better serve the national and international community, and to remain great universities”.

In their paper called *Perceptions of European Higher Education: Country Report USA* Obst and Forster (2005, p. 2) point that “many academic programs rely on international students to conduct research and serve as teaching assistants in key fields of science and technology”. The importance of the educational environment where students from different backgrounds are leaned together is emphasized. An example is given to clarify the issue. Almost half of those students from different cultural or national backgrounds are in advanced graduate programs and work together with their professors and colleagues as teaching assistants.

From the explanatory conclusions of the surveys it is made inference that students naturally would desire and have expectations for intercultural contact facilities. Because as the students get in to more communication and close relationship with the students from other national and cultural backgrounds, it is found out that their academic, social and individual competences develop. The efforts for creating culturally diverse environment from campus climate to the curriculums handled in the classrooms point to many benefits for all students regardless of their characteristics and different racial or cultural backgrounds. According to the studies, when educational experiences and opportunities are provided for the learners in their learning environment their understanding of others increases and their prejudicial attitudes towards others decreases in great amounts naturally and this also affect academic success positively. It’s noted that such kinds of interactions would be much more beneficial when those settings are prepared and supported by the educational institutions.

PART III

METHOD

3.1. Introduction

This chapter of the study presents information about the current study's setting, participants, instruments, data collection and analysis. This chapter enables the readers to have an insight into the nature of the study and to understand the procedures handled in the study. The chapter consists of six sections in the first of which information about the setting and participants of the study is presented. The second section deals with the instruments used for data collection. Then general information about the piloting study is presented before starting the survey in order to be able to check the reliability of the survey. In the fourth section the outline draft of the research design is given. Finally, data collection processes and data analysis procedure are clarified.

3.2. Setting and Participants

The survey is conducted at Turkish Military Academy, which is a 4-year undergraduate level school, hosting cadets from sixteen different countries. The school has several academic branches in addition to the fact that it is a military academy and its main goal is to educate officers or soldiers for national defense. In the academy, several different foreign languages are taught such as English, German, French, Arabic, Greek, Chinese, Spanish, Persian, and Russian. It is located in Ankara and it is regarded as one of the most strategic educational institutions in Turkey because of its important mission such as training the officers who will manage the Turkish Army. The cadets studying at the academy have to learn at least one foreign language and succeed their academic courses and physical trainings at the same time. Approximately three thousand cadets study in the school.

A total of 80 undergraduate level cadets studying in Turkish Military Academy for two years participate in the study. The fifty percent of the cadets are from Turkey and they come from different cities from eastern regions to the western part of Turkey. The other fifty percent consisting of forty cadets are chosen randomly from the cadets coming from 16 different countries. Those countries where the cadets come from are Azerbaijan,

Turkmenistan, Kazakhstan, Kyrgyzstan, Afghanistan, Bosnia Herzegovina, Albania, Korea, Georgia, Jordan, Lebanon, Kosovo, Macedonia, Gambia, Somalia, and Croatia. Those international students follow the path of military education from their countries to Turkey for a four-year education process to be able to graduate from the military academy as an officer. 6 international participants of the research are female and 34 of them are male; in the other group 9 participants of Turkish cadets are female and 31 of them are male.

In addition to the application handled above, in order to be able to determine the recommended, efficient, and productive practices for culturally diverse group of learners an interview is prepared and applied on the lecturers. The interview is conducted on thirteen language instructors who are requested to evaluate the questions from the perspectives of the cadets learning English as a foreign language at TMA. The instructors are asked to write about their analyses and observations about the cadets' and their own experiences in the multicultural learning environment.

3.3. Instruments for Data Collection

The instruments applied on the participants of the study are the questionnaire, the structured, interview and the proficiency test. The questionnaire which is conducted on the Turkish and international students in order to take their perspectives towards culturally diverse educational setting is proposed and developed by the researcher. The structured interview is applied on the language instructors at the academy so as to take their opinions and recommendations about the practices or types of applications in multicultural classroom setting. The last instrument, English Proficiency Test is conducted on the students in order to take their proficiency levels at the beginning and at the end of the academic year in a comparative way.

3.3.1. Questionnaire

The questionnaire conducted on the cadets for determining the perspectives of the cadets towards multicultural learning setting are administered to 80 participants, 40 of whom are Turkish and the other 40 are international cadets. This group of 80 cadets is different from the group of piloting cadets. While conducting the questionnaire on the cadets the researcher is with the cadets in the classroom at TMA. The researcher helps cadets by

explaining the points which are not understood or which are misunderstood during the application. In the first part of the questionnaire, in order to be able to see the variety in terms of the personal characteristics the demographic features of the cadets are required. Those features are also regarded as variables affecting the perspectives of the cadets towards culturally diverse classroom setting. In this part of the questionnaire the current age, education level, and the status of the cadets at TMA are asked in order to assign the spectrum of their age, education level and their status according to their ranks at TMA. Later, their genders, nationalities, and their native languages are taken from the cadets. The information about the period of inhabitation of the cadets in Turkey and their experiences in another country beforehand are also questioned as variables. The questionnaire is reorganized after the piloting application; one question is dismissed as it is not understood by the cadets easily. Then the data necessary for this study are collected through the 14-item questionnaire and an interview involving three questions which are developed by the researcher. The questionnaire is used to collect quantitative data of the research. Each item is rated on a 5-point Likert scale, ranging from 1 (strongly disagree), 2 (disagree), 3 (neither), 4 (agree) to 5 (strongly agree). The questionnaire attempts to evaluate the language learners' perspectives on multicultural learning environment in a foreign language learning setting. The questionnaire, involving 14 items, investigates the perspectives of the cadets from different aspects. The questions of 1, 2, 3, 9, 10, 12, and 14 seek for the attitudes of the cadets towards learning English in a culturally diverse classroom environment. The questions of 2, 3, and 10 seek for which specific aspects the culturally diverse setting affects the language learning process. The questions of 4, 5, 6, and 11 seek for the social aspects of the situation on the cadets educated in culturally diverse setting. They look for the impacts of the multicultural learning setting on the social instincts of the cadets. The questions of 7 and 8 seek for the psychological aspects of the process. They look for the perspectives of the cadets in terms of the effects of the culturally diverse environment on their psychology for learning a second language. The question 13 seeks for the learning aspects alone. The cadets evaluate these sentences in both specific and general aspects. They answer the items according to their perspectives towards language learning process in multicultural learning environment at Turkish Military Academy.

3.3.2. Interviews with the Instructors

As for the structured interview carried out with the aim of determining the recommended practices and types of applications in multicultural education environment, it is conducted to 13 out of 30 language instructors at TMA. Through the interviews, the study also tries to learn the perspectives of the lecturers as the main actors of the teaching process through their experiences and observations in a multicultural classroom setting. The practices and various kinds of applications considered as influential in culturally diverse settings are gathered through the structured interview technique. The interview is comprised of three questions and the first question aims to seek for language instructors' experiences while teaching in multicultural learning environment where various cadets from different cultural and national backgrounds are educated in the same environment. The possible challenges and advantages of the culturally diverse setting from the perspectives of the instructors are searched.

The second question of the interview seeks for the instructors' viewpoints about the cadets' experiences in multicultural classroom setting. The possible challenges and advantageous points of cultural diversity according to the cadets are searched.

The third question of the interview asks language instructors about their opinions on the best practices and applications to be carried out to teach a culturally diverse group in multicultural classroom settings. The first section of the question seeks for the general ideas about the issue. The second section searches for the issues of testing applications. It questions about what can be done for international students to overcome the difficulties they encounter on the tests of the lesson. The third aspect of the question of the interview seeks for necessary warnings or advice to be given to the new lecturers at TMA in terms of the items to be paid attention for multicultural learning environment. Finally, the last part of the third question quests for the appropriate ways of helping international students. It searches thoroughly the possible manners of coaching international students to handle the problematic issues or matters in international environment to be able to pursue their education without difficulty.

3.3.3. Proficiency Test

The English proficiency test, carried out in Turkish Military Academy in the beginning of every educational year for determining the students' current levels, are used to determine

the participants' language proficiency. According to the results taken in this test, the cadets are graded in different levels. The test includes four skills: grammar, reading, listening and writing. In the test there are 43 grammar questions, 16 reading questions, and 20 listening questions. There is also a writing section in the test. The structure section contains various kinds of grammar questions as sentence completion style. In the reading section cadets are needed to complete the paragraphs and answer the comprehension questions. In the listening section cadets listen to the conversations and answer the questions according to the dialogues. The writing questions need cadets to write a paragraph on a selected topic in about 90 words and it is scored over 20 points.

During the academic year the cadets are taught English in culturally diverse classrooms. They have 10 classes each week and they're taught in a method following the principles of natural approach which is based on learning by reading and listening intensively. During the 32-week academic year, the cadets are briefed and advertised about all of the advantageous points of being an officer who can speak a foreign language. They're encouraged and facilitated by all means via various kinds of activities and incentive events in the campus of Turkish Military Academy. Cadets who are good at English are sent abroad as educational trips, they're regarded as free at the school's compulsory self-study hours, and they're privileged in some ways by instructors and military trainers. In short, they are supported to learn English by all aspects during their whole educational life at school.

Back to the research, the same proficiency test is conducted on the same groups of Turkish and international cadets at the end of the academic year. The results are analyzed in terms of the progress they have made during the whole year. The proficiency test is used as pretest and post-test to determine if there is any significant difference between their scores and it is used, at the same time, to compare the scores of the groups. According to the results it is seen that international cadets favor the culturally diverse classroom setting more than Turkish cadets. The results of both groups are about 15 points in the pretest but the results of the post-test are different. The average point of Turkish cadets are about 56.5 and the results of international cadets are about 71. This points out a better result on the side of the international cadets.

3.4. Piloting

Before conducting the main study, so as to check the reliability of the survey a piloting study of the questionnaire is applied on 50 participants 25 of whom are Turkish and the other 25 are international cadets. The cadets are randomly selected from both international and Turkish cadets in other grades at TMA. In order to conduct the reliability (Cronbach's coefficient alpha) of the survey, the statistical program named as SPSS, version 17,0 is used. The reliability analysis yields a score of ,787 Cronbach's coefficient alpha. Hence, it can be assumed that Cronbach's coefficient alpha of ,787 is well enough for the study to be considered as reliable. After the piloting application one question is removed from the questionnaire as it is not easy to be understood by the cadets according to the analyses.

The perspectives of the students are categorized in two groups one of which is towards language learning in multicultural learning setting and the other is towards culturally diverse setting. To be able to measure the coherence and reliability of the perspectives of the cadets alpha co-efficiency is used at the first step. The alpha value of the whole questionnaire is measured as ,787 as stated above. As the alpha co-efficiency score refers to the high reliability level, the questionnaire is regarded as reliable (See Table 4).

Table 4. The Alpha Co-efficiency Value of the list of Perspectives of Cadets towards Language Learning in Multicultural Learning Environment

	Questionnaire Standards (item removed)	Questionnaire Variance (item removed)	Corrected Total Item Point Correlation	Alpha Co-efficiency (item removed)
Item1	10,66	4,188	,605	,721
Item 2	10,72	4,410	,579	,732
Item 3	10,56	4,007	,601	,719
Item 9	10,52	4,418	,477	,756
Item10	10,44	5,027	,483	,779
Item 12	10,42	4,044	,460	,769
Item 14	10,60	4,490	,485	,754
N= 50 (α) = ,787 Variance Number = 7				

In order to measure the reliability of the questionnaire, total item point correlation is measured in addition to the alpha values as reviewed by Şencan (2005) and Büyüköztürk (2004). This value is expected to be ,30 in minimum. As it is demonstrated in Table 4 there

is no value smaller than ,46. It is assumed that according to total item point correlation the questionnaire is reliable.

To be able to measure the coherence and reliability of the perspectives of the cadets towards Multicultural Learning Setting, alpha co-efficiency is used at first step. As the alpha value of the whole questionnaire is measured as ,787 the questionnaire is regarded as reliable. The alpha co-efficiency number refers to the high reliability level.

Table 5. The Alpha Co-efficiency Values of the list of Perspectives of Cadets towards Culturally Diverse Setting

	Questionnaire Standards (item removed)	Questionnaire Variance (item removed)	Corrected Total Item Point Correlation	Alpha Co- efficiency (item removed)
Item 4	25,22	5,303	,598	,708
Item 5	25,10	5,802	,641	,673
Item 6	24,92	5,952	,615	,652
Item 7	25,00	5,000	,709	,609
Item 8	24,88	5,651	,723	,620
Item 11	24,96	6,123	,602	,683
Item 13	25,27	5,157	,749	,698
N= 50 (α) = ,787 Variance Number = 7				

As it is demonstrated in Table 5, it is seen that the smallest item total point correlation value is ,59. So, it is accepted that according to total item correlation values the questionnaire list is reliable.

3.5. Research Design

Initially, the questionnaire regarded as the quantitative research method is applied in order to take the perspectives of the cadets towards culturally diverse setting which is regarded as the main data of the study. Trochim and Land (1982, p. 1) defines the quantitative research design as the

glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project—the samples or groups, measures, treatments or programs, and methods of assignment—work together to try to address the central research questions.

It is pointed by Harwell (2011) that quantitative experiments are useful and helpful for testing the results handled by a series of qualitative experiments, connecting to a final answer, and a narrowing down of possible directions for follow up research to take.

Additionally, a proficiency test is conducted on the cadets in order to see if there is any significant difference between language proficiency levels of the international and Turkish cadets who have been learning English in the multicultural setting for a year at TMA. Besides, the structured interview is conducted on the language instructors teaching English at Turkish Military Academy. Bryman (2012) defines the structured interview:

“A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent received exactly the same interview stimulus as any other.

According to Bryman (2012) the aim of the interviewing is to guarantee those interviewees' answers can be gathered and this can be done reliably only if the answers are in response to identical cues. Interviewers are regarded to read out questions thoroughly and in the order as they are printed on the program. The questions are generally specific and offer the interviewee a stable range of replies (this kind of question is generally called as closed ended, closed, fixed, or pre-coded choice). The structured interview is regarded as the typical sample of interview in survey research.

Through the interview, opinions, suggestions, and implications about the recommended practices and types of applications, considered as useful to be carried out in the culturally diverse classroom settings, are taken from the instructors.

PART IV

DATA ANALYSIS AND DISCUSSIONS OF THE FINDINGS

The data collection process handled through the questionnaire, interview and the language proficiency test are presented in this part of the study. The analyses of the data are also demonstrated through the tables and clarifications. The findings of the study and interpretation of these findings are explained through with the pilot study conducted before the main application.

4.1. Data Collection

The quantitative data of the current study is gathered from the questionnaire conducted on Turkish and international cadets. In the questionnaire ‘multicultural learning environment’ reflects the language classrooms in which both Turkish cadets and international cadets from sixteen different countries study and learn English together and in the study ‘TMA (Turkish Military Academy)’ refers the only undergraduate level school of land forces of the armed forces in Turkey which is 4-year academy and where cadets study and graduate as officers. Language instructors at Turkish Military Academy teach English to cadets from different cultural and national backgrounds. The data obtained from the results of the questionnaire conducted on the cadets about their perspectives towards multicultural learning setting and its effects on their language learning process are analyzed with the statistical program named as SPSS, version 17,0.

As for the proficiency test, the comparison of the groups of Turkish and international students’ language proficiency levels are made through the test. It is conducted on the cadets at the beginning and at the end of the academic year and it enables the researcher to compare the test results of the cadets. Through the application, the researcher would also have the chance of evaluating the enhancement covered by both groups of the cadets in a comparative way.

As to the analysis of the structured interview data, the interview questions are organized and formed accordingly with research questions. Culturally diverse classroom setting, learning English in multicultural classroom environment, and the pedagogical implications and suggestions are handled in the interview. Then, 13 instructors are interviewed but interviews cannot be recorded because of the security principles of the military academy,

so the interviews are made by filling out the interview forms. The suggestions about the recommended practices and types of applications in culturally diverse classroom settings are taken from the instructors through the interview. During the data collection period, the process of carrying out three different applications in TMA takes about two months.

4.2. Data Analysis

The data of the questionnaire in the research study are analyzed by using Statistics Program for Social Scientists (SPSS) for Windows 17,0 version. Frequencies and descriptive statistics are used to assess the outcomes of each item of the research instrument. Several different variables addressing the different features of the cadets such as education level of the cadets at TMA, their status which points to their ranks in the academy, students' genders, ages, nationalities, and periods of inhabitation in Turkey are attached in the questionnaire. The answers of the students for each item in the questionnaire are analyzed and the perspectives and attitudes of them towards culturally diverse classroom setting and language learning in that multicultural environment are determined accordingly. The students' answers for the items questioning about their perspectives about the multicultural learning setting at TMA are taken as statistic outcomes. The general points of view about the educational setting are reached after the data are analyzed through the SPSS. However, it is found surprising that significant differences between the items and variables are not observed in any of the items. According to the results, the variables of the cadets do not affect the perspectives of the cadets towards cultural diversity.

The data about the results of the proficiency test are also analyzed with the SPSS 17,0 version. The results of the test they have just after attending the academy and the results of the test they have at the end of their first year in the academy are compared. The progresses they cover through the term are obtained according to the analyses. The proficiency test which is applied on the students points to some references about the progress the students get during the whole year. Through the results of the analysis, the difference between the Turkish and international students' pretests and post tests are also observed.

As for the results of the interview, they are analyzed through the main topics which are also surveyed in the questionnaire and which may put light for the outcomes of the questionnaire as a support. The supporting ideas of the instructors such as culturally

diverse setting, learning a foreign language in multicultural classroom setting are mentioned in the clarifications in the conclusion part of the study. The answers of the lecturers for the items in the questionnaire are categorized according to their points of view about the culturally diverse setting. The answers are categorized in various groups. Firstly, lecturers' own experiences about teaching English in the multicultural classroom setting, second, the lecturers' observations of the experiences of the students. The lecturers' points of view are evaluated according to whether they are positive or negative and favorable or challenging. The third group is the recommendations and suggestions of the lecturers about the practices and types of applications to be handled in the culturally diverse setting. The suggestions about the recommended practices in culturally diverse classroom settings are analyzed and a list is designed according to the most commonly and frequently stated ones.

4.3. Findings

This chapter aims at presenting the findings and discussions of the research. In the first part of the chapter findings of the research are presented and in the first section of this part frequency analysis of the questionnaire which is used for gathering quantitative data of the research is presented. Secondly, the results of the interview which is applied for gathering suggested and implicating data about activities and types of applications to be practiced in culturally diverse classrooms are presented. Finally, the scores of the groups in their proficiency tests which are conducted before and at the end of the 2012-2013 educational years are reviewed in a comparative way. In the second part of the chapter, discussions and interpretations of the findings of the research are presented in the light of the related literature.

4.3.1. Pilot Study

As for the piloting application, in order to check the reliability of the survey, the questionnaire is applied on 50 participants who are randomly selected from both international and Turkish cadets. 25 cadets are Turkish and the other 25 cadets are international cadets. The cadets are not the same with the participators of the main study. In order to conduct the reliability (Cronbach's coefficient alpha) of the survey, the statistics program named as SPSS, version 17,0 is used. The reliability analysis yields a score of ,787 Cronbach's coefficient alpha. Hence, it is regarded that Cronbach's coefficient alpha of ,787 is high enough for the study to be considered as reliable.

The perspectives of the students are categorized in two groups one of which is towards culturally diverse setting and the other is towards language learning in the multicultural classroom setting. To be able to measure the coherence and reliability of perspectives of cadets towards language learning process in multicultural learning environment, alpha co-efficiency is used at first step. The alpha value of the whole questionnaire is measured as ,787. Hence, it is possible to assume that the questionnaire is reliable. The alpha co-efficiency number refers to the high reliability level.

In order to measure the reliability of the questionnaire, total item point correlation is measured in addition to the alpha values as reviewed by Şencan (2005) and Büyüköztürk (2004). This value is expected to be ,30 in minimum. As it is measured, in terms of corrected total item point correlation there is no value smaller than ,46. It can be assumed that according to total item point correlation the questionnaire is reliable.

To be able to measure the coherence and reliability of the perspectives of cadets towards multicultural learning setting, alpha co-efficiency is used at first step. The alpha value of the whole questionnaire is measured as ,787. Hence, it is possible to assume that the questionnaire is reliable. It is also measured that the smallest item total point correlation value is ,59. So, it can be regarded that according to total item correlation values the questionnaire list is reliable.

After the piloting, as to the analysis of the main application of the questionnaire, it can be said that reliability analyses are conducted again on the questionnaire on which the analyses of validity and reliability are made and the structure of factor is determined before. According to this analysis which is made again before passing through the other analyses Cronbach alpha value is found as $\alpha=,765$ (Cronbach's alpha $\alpha=,765$) for the general questionnaire. This refers that the questionnaire could be used as reliable questionnaire.

4.3.2. Analysis of the Questionnaire

The analysis of the questionnaire in terms of various aspects is handled in this part of the chapter. The survey is conducted with the aim of determining the perspectives of cadets towards the educational setting in which they're educated together with friends from different cultural backgrounds. The variables and the results are presented in the tables.

Before presenting the variables and their effects on the cadets' perspectives, the ranges of the nationalities and language of the cadets participating in the survey are presented.

Table 6. The Distribution of the Participators According to the Nationalities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Afghanistan	3	3,8	3,8	3,8
	Albania	3	3,8	3,8	7,5
	Azerbaijan	8	8,8	8,8	16,3
	Bosnia Herzegovina	4	5,0	5,0	21,3
	Gambia	2	2,5	2,5	23,8
	Georgia	5	6,3	6,3	30,0
	Jordan	2	2,5	2,5	32,5
	Kazakhstan	1	1,3	1,3	33,8
	Kosovo	2	2,5	2,5	36,3
	Kyrgyzstan	1	1,3	1,3	37,5
	Lebanon	1	1,3	1,3	40,0
	Macedonia	3	3,8	3,8	43,8
	Republic of Korea	2	2,5	2,5	46,3
	Somalia	1	1,3	1,3	47,5
	Turkey	40	50,0	50,0	97,5
	Turkmenistan	2	2,5	2,5	100,0
	Total	80	100,0	100,0	

When the data in the Table 6 are analyzed, it can be seen that the nationalities of the cadets go into two main groups one of which is Turkish and the other one is *international cadets*. The group of *international cadets* contains fifteen different nationalities. Azerbaijan, Georgia, Afghanistan, Albania, and Macedonia comprise almost half of this group. The other group is consisted totally of Turkish cadets.

Table 7. The Distribution of the Participators According to the Native Languages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Albanian	3	3,8	3,8	3,8
	Azerbaijani	8	8,8	8,8	12,5
	Bosnian	4	5,0	5,0	17,5
	Gambian	2	2,5	2,5	20,0
	Georgian	5	6,3	6,3	26,3
	Jordanian	2	2,5	2,5	28,8
	Kazakh	1	1,3	1,3	30,0

Korean	2	2,5	2,5	32,5
Kosovo	2	2,5	2,5	35,0
Kyrgyz	2	2,5	2,5	37,5
Lebanese	1	1,3	1,3	38,8
Macedonian	3	3,8	3,8	42,5
Pashto	3	3,8	3,8	46,3
Somalia	1	1,3	1,3	47,5
Turkish	40	50,0	50,0	97,5
Turkmen	2	2,5	2,5	100,0
Total	80	100,0	100,0	

When the Table 7 is examined, it can be seen that just like it is nationality variable, the range of the native languages is determined according to their nationalities. One of the groups is consisted of the cadets speaking Turkish; and the other group is consisted of the cadets speaking 15 different languages. The native languages of the smallest group participating in the questionnaire are Kazakh, Lebanese, and Somalia; and the native language of the largest group in international cadets is Azerbaijani.

To be able to have a general look at the perspectives of the cadets towards culturally diverse setting in the educational environment, the statistical values are presented in the following table.

Research Question I.

What are the perspectives of international and Turkish cadets at TMA towards cultural diversity in the educational environment at TMA?

Table 8. The Average and Standard Deviation of Perspectives of Cadets towards Culturally Diverse Setting

Mean	29,9375
Std, Error of Mean	,20619
Std, Deviation	1,84421
Variance	3,401

While examining Table 8 it can be claimed that though the maximum average point to be taken from one subgroup is 35, the average point taken from the sub group in the questionnaire is 29,9375 which also can be regarded as a high average. Hence, it can be asserted that from general point of view, the perspectives or attitudes of the cadets towards culturally diverse setting are positive and favorable.

Research Question II.

What are the effects of the multidimensional variables on the perspectives of the cadets towards learning English in a multicultural classroom setting?

- a. What's the effect of variable of nationality on the perspectives of the cadets towards learning English in a multicultural classroom setting?

Table 9. The Analysis and Results of T Test of the Points Taken from the Subgroups According to the Variance of Nationality.

	Nationality	N	Mean	Std, Deviation	t	df	P (2tailed)
Pers,towards Cul,Diversity_Total	Turkish	40	29,6750	1,89990	-1,278	78	,205
	International	40	30,2000	1,77157			
Pers,towards Lang, Learn, in Multicultural Learn, Env,_Total	Turkish	40	29,2000	2,80293	-,078	78	,938
	International	40	29,2500	2,90667			

* Equal variances assumed

Looking at the Table 9, it can be seen that both Turkish and international cadets took high averages ($p > .05$) thus it could be claimed that the variance of nationality do not affect the perspectives of both groups. It is understood that both Turkish and international cadets evaluated the culturally diverse setting and learning English in that multicultural environment almost same. Their different nationality backgrounds do not cause them to have different ideas on the issue.

- b. What's the effect of variable of age on the perspectives of the cadets towards learning English in a multicultural classroom setting?

Table 10. The Variance Analysis of the Points Taken from the Subgroups in Terms of Age Variance.(ANOVA)

		Sum of Squares	df	Mean Square	F	p
Pers,towards Cul,Diversity_Total	Between Groups	,550	1	,550	,160	,690
	Within Groups	268,138	78	3,438		
	Total	268,688	79			
Pers,towards Lang, Learn, in Multicultural Learn, Env,_Total	Between Groups	1,651	1	1,651	,203	,654
	Within Groups	634,299	78	8,132		
	Total	635,950	79			

While examining Table 10 it can be assumed that the variance of age does not cause significant changes in the perspectives or attitudes of the cadets on the basis of that it is found that $p > .05$ for both subgroups.

- c. What's the effect of variable of status of the cadets in the academy on the perspectives of the cadets towards learning English in a multicultural classroom setting?

Table 11. The Variance Analysis of the Points Taken from the Subgroups in Terms of the Status of the Cadets in the Academy (Anova)

		Sum of squares	df	Mean Square	F	p
Pers.towards Cul.Diversity	Between Groups	,591	1	,591	,172	,679
	Within Groups	268,096	78	3,437		
	Total	268,688	79			
Pers.towards Lang. Learn. in Multicultural Learn. Env.	Between Groups	,713	1	,713	,088	,768
	Within Groups	635,237	78	8,144		
	Total	635,950	79			

The status of the cadets at TMA varies according to their academic and military success, but that factor also does not have any significant effect on the perspectives of the cadets. Through Table 11 it can be seen that the variance of the status of the cadets in the academy also do not cause any changes in the perspectives or attitudes of the cadets ($p > .05$).

- d. What's the effect of variable of gender on the perspectives of the cadets towards learning English in a multicultural classroom setting?

Table 12. The T Test Analysis of the Points Taken from the Subgroups in Terms of the Gender of the Cadets in the Academy

Group Statistics					t	df	p
	P1q4	N	Mean	Std. Deviation			
Pers.towards Cul.Diversity	Male	53	29,8302	1,85779	-,727	78	,469
	Female	27	30,1481	1,83353			
Pers.towards Lang. Learn. in Multicultural Learn. Env.	Male	53	29,0377	3,13763	-,825	78	,412
	Female	27	29,5926	2,13504			

* Equal variances assumed

The gender factor is evaluated as an important factor which may be regarded as having some significant change on the perspectives of the cadets. But it can be seen that perspectives or attitudes of the cadets do not change according to the variance of gender while examining the Table ($p>,05$).

- e. What's the effect of variable of period of inhabitation of the cadets in Turkey on the perspectives of the cadets towards learning English in a multicultural classroom setting?

Table 13. The Variance Analysis of the Points Taken from the Subgroups in terms of the Period of Inhabitation of the Cadets in Turkey(ANOVA)

		Sum of squares	df	Mean Square	F	Sig.
Pers.towards Cul.Diversity	Between Groups	,900	1	,900	,281	,599
	Within Groups	121,500	38	3,197		
	Total	122,400	39			
Pers.towards Lang. Learn. in Multicultural Learn. Env.	Between Groups	,000	1	,000	,000	1,000
	Within Groups	329,500	38	8,671		
	Total	329,500	39			

The inhabitation of the cadets in Turkey also varies according to their preferences. Some of the cadets may come to Turkey earlier than the others if they want to learn Turkish at TMA before the academic year. That factor is also considered to make difference on the perspectives of the cadets but it does not have any significant differences on the perspectives of the cadets. While looking at the Table 13 it is seen that the perspectives of the cadets do not change according to the period of inhabitation of the cadets in Turkey ($p>,05$).

At the “Aim of the Study” part of the thesis, some variables such as age, education level, current status at TMA, gender, nationality, native language, period of inhabitation of the cadets in Turkey, and prior experiences in multicultural environment are mentioned. The questionnaire is organized to be applied to measure all of these variables and their possible effects on cadets' perspectives; but the variables such as education level and prior experiences in multicultural environment are the same for all cadets. Hence, they do not have any meaningful difference for the survey and they are not taken as statistical evaluations in the tables.

4.3.3. Analysis of the Proficiency Test

The proficiency tests which are prepared to compare language proficiency levels of the cadets are conducted on Turkish and international cadets at the beginning and at the end of the academic year of Turkish Military Academy. The tests are consisted of 80 questions which tested different skills of the students such as reading, writing, and listening. The vocabulary and grammar competences of the cadets are also tested in the exam.

Research Question III.

Are there any significant differences between language proficiency levels of the international and Turkish cadets who have been learning English in a multicultural setting at TMA?

As natural, it is expected that there would be an enhancement in the skills and competences of language proficiency of the cadets by the end of the year. Both Turkish cadets and the international cadets do better in their post test than that they do in their pretest.

Table 14. The Results of Pre / Post Tests Applied on International and Turkish Cadets

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Int,Cadets Pre-Test	16,80	40	5,644	,892
	Int,Cadets Post-Test	71,00	40	11,871	1,877
Pair 2	Tur,Cadets Pre-Test	16,28	40	4,139	,654
	Tur,Cadets Post-Test	61,78	40	8,049	1,273

In terms of the results of Turkish and international cadets at pre-test; their scores are about from 10 to 25 points generally. In the pretest the average point of Turkish cadets is 16.28 and the average point of international cadets is 16.80. On the other hand according to the results of the post-test international cadets' scores are better than those of Turkish cadets. In the post test the average point of Turkish cadets is 61.78 and the average point of the international cadets is 71.00. After some explanations about the general results of the tests the statistical outcomes and their clarifications are presented in the following chapter.

Table 15. Paired Samples Correlations of the Pre and Post Test Results of Turkish and International Cadets

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Int.Cadets Pre- Post Test	40	,662	,000
Pair 2	Tur.Cadets Pre- Post Test	40	,494	,001

While analyzing the results in Table 15 it can be seen that there is a meaningful relationship between results of the pretest and posttest. It is seen that the post tests of both groups are higher than their pretest and this increase in the results are regarded as meaningful on the base of that $p < ,05$.

Table 16. Paired Samples t Test of the Pre and Post Test Results of Turkish and International Cadets

Paired Sample Test / Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Int.Pre-Test	-54,200	9,171	1,450	-57,133	-51,267	-37,376	39	,000
	Int.Post-Test								
Pair 2	Tur.Pre-Test	-45,500	7,002	1,107	-47,739	-43,261	-41,099	39	,000
	Tur.Post-Test								

While analyzing the results it can be said that both groups have significant differences between their pre and post tests. $p < ,05$. The results of the both groups in post tests are higher which can be accepted as a significant difference between the pre and post test results of the cadets. It can be understood that according to the results of the pre and post tests, the cadets developed their language proficiency in multicultural learning setting during the academic year.

Table 17. The Independent t Test of the Pre Test Results of Turkish and International Cadets.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Tur. Pre-Test	Equal variances assumed	3,457	,067	-,474	78	,637	-,525	1,107	-2,728	1,678
Int. Pre-test	Equal variances not assumed			-,474	71,533	,637	-,525	1,107	-2,731	1,681

While analyzing the Table 17 it can be said that there is no significant difference between the Pre-Test scores of the cadets. The difference between the values of the points the cadets have in their pretests does not mean much difference $p>,05$. It can be asserted that the language proficiency level of the cadets are almost the same at the beginning of the academic year.

Table 18. The Independent t Test of the Pre Test Results of Turkish and International Cadets.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Tur. Post-Test	Equal variances assumed	2,528	,116	-4,068	78	,000	-9,225	2,268	-13,740	-4,710
Int. Post-Test	Equal variances not assumed			-4,068	68,605	,000	-9,225	2,268	-13,750	-4,700

While analyzing the Table 18 it can be said that there is a significant difference between the results of the Post-Tests of the cadets. The difference between the values of the points in the table Turkish and International cadets have in their post tests mean significant

difference. The difference in the results of the cadets is in favor of the international cadets. $p < .05$.

4.3.4. Analysis of the Interview

In this part of the research, the results of the structured interview which is comprised of three questions are presented.

Research Question IV.

What are the suggested and recommended practices and types of applications for lecturers to teach a culturally diverse group of learners?

Questions of the Interview:

Question 1. How do the lecturers experience the influence of cultural diversities in the multicultural learning setting? What are the possible challenges and advantages associated with cultural diversity while teaching a language at TMA?

The first question is about language instructors' experiences about multicultural learning environment where various cadets from different cultural and national backgrounds are educated together in the same classrooms. The possible challenges and advantages related to cultural diversity while teaching language at Turkish Military Academy are also attached to the area as specific points of the first question. According to 10 of 13 participants of the interview, multicultural learning setting is advantageous in terms of teaching a foreign language at TMA. One of the interviewee's point is; "I see the cultural diversity as a valuable and rich environment that contribute to teaching process in terms of setting, people relations, and content". Another interviewee states that; "multicultural environment is beneficial for the general population of the classroom because we have the opportunity to discuss different topics through a number of perspectives". One other participant's opinions are like that; "cultural diversities enrich the classroom environment and it contributes to the sharing of ideas".

According to 1 of 13 participants of structured interview, multicultural learning setting is not advantageous. Interviewee implies that the misunderstandings and misinterpretations of international cadets hinder the educational process and the interviewee adds that "in terms of language teaching it is not a big advantage".

According to 2 of 13 participants of the interview, cultural diversity in the classroom provides us both challenges and opportunities and one interviewee states that “the possible conflicts among the students and misjudgments of the teachers may lead some problematic issues in culturally diverse classrooms”.

Question 2. How do the cadets experience the influence of cultural diversities in the multicultural learning environment? What are the possible challenges and advantages associated with cultural diversity while learning a language at TMA?

The observations and interpretations of the lecturers about cadets’ experiences are surveyed through the second question of the questionnaire. According to 9 of 13 participants, multicultural learning environment is advantageous in terms of learning a foreign language at TMA. One of the participants of in-depth interview points that they are advantageous in terms of “broadening their understanding of the world”; another interviewee states that “cadets get familiar with multi-cultural societies and situations”; another participant points that “friendship with other nations make cadets aware of different values, virtues, and moral differences”; another interviewee notes that “students can transfer their cultural background into the classroom environment”. 9 of the 13 lecturers participating in the interview draw the attentions to the idea that rather than challenges, advantages are more noticeable and effective. The 3 of 13 participants of the interview point to the challenging and disadvantageous dimensions of the issue. They state that “international cadets sometimes have problems with idiomatic differences”, another participant notes that “cultural diversity blocks the meaning or prevents understanding”. And 1 of 13 participants of the interview does not state any positive or negative idea and says that “cultural diversities do not influence the students since the context is very limited”.

Question 3. What do you think about the best practices or applications to teach a culturally diverse group of cadets? What are your opinions about classroom activities suitable for multicultural environment?

- a. How can the culturally diverse group members be integrated in classroom activities?
- b. What can be done for cadets coming from different countries in terms of testing applications to enable them to do better in the examinations?

c. How could new lecturers at TMA be better prepared to teach in a multicultural environment? What advises can be given to new lecturers at TMA for warning them in terms of considering cultural diversities?

d. How could learners be coached to handle the culturally diverse setting in order to learn without difficulty?

The last question of the interview asks language instructors about their opinions on the best practices and types of applications to be handled to teach a culturally diverse group in multicultural classroom settings. The question consists of four sections each of which seeks for the practice and types of applications from a specific point of view. The first section of the question investigates the general ideas about the issue. Main points clarified by the participants are as follows: Conducting culture-general activities rather than culture-specific activities are favored by the cadets; making students from different backgrounds seat together affects learning setting positively; making all students feel themselves comfortable and belong to that community help them acquire the culture and language simultaneously. Exercises suitable for multicultural sensitive issues and involving international cadets' cultural components can be applied so that students do not feel humiliated, frustrated or alienated due to the topics in the curriculum. Authentic materials such as audio and video materials can be used to foster the meaning more; introducing new items in contexts might be more effective. International students should be encouraged to participate actively during the classes. All cadets should be given the chance equally to present themselves; discussions and clarifications on similarities and differences among the cultures might be created which is in favor of all cadets. Universal games such as scrabble, games of cultural components such as compare & contrast, gestures & mimics, pair & group work or story telling activities might be facilitated in order to be able to enable a pleasurable atmosphere for all cadets educated in the multicultural classrooms. One of the participants states that "While choosing activities I try to select not culture-specific activities". Another interviewee says that "topics and activities should not make them feel humiliated or frustrated. They should be given the chance to present themselves to the classroom". Another participant notes that "comparison of given cultural situation by native and foreign cadets might help them understand the cultural elements better". As a last quotation from the participant; "Students can be integrated in the activities by not

making them feel ignored or neglected. They get involved all the time if you make them feel familiar and comfortable”.

The second section of the question deals with the issues of examination applications. It questions about what can be done for international students to come over the difficulties they encounter on the tests of the lessons. Most of the participants agree on the following opinions. Informing and training students about the examination techniques beforehand is important; easier questions might be asked to international students; evaluation of international cadets may be done among themselves; the questions should not include culture-specific issues, instead universally accepted and well known concepts should be used as the content of the questions. Several of 13 participants say that “allocating extra ten minutes and permitting them to use dictionary are presented to international students” which are also positive attitudes presented just to international cadets. Another interviewee notes that “easier questions can be asked. They can be evaluated only among international cadets”. On the other hand several participants support the idea that there should not be discrimination among cadets in terms of examinations. One of them states that “there must be no difference in the tests”. Another one notes that “they are not different from native students regarding testing applications as their foreign language competencies are the same or close to native students”. Another participant opposing the issue says that “In testing everybody is equal”.

The third section of the question seeks for the suitable warnings or advices to be given to the new lecturers at TMA in terms of the items to be considered for multicultural learning environment. Most of the participants have a consensus on those points: they should try to teach by considering cultural diversities; they should prepare culture-general activities focusing on common points; they should abstain from offending cadets by making critics about cultural or national backgrounds; they should behave in an equal way and without prejudgments to all cadets. One of the participants states that “They should not offend international cadets by talking badly about their cultural traditions, important political or public figures or historical hostilities”. Another interviewee notes that “teachers should know that it (multicultural setting) can be turned into an advantage”. Another lecturer states something which is worth to pay attention is that “Activities must be designed so that foreign cadets get in interaction with the native ones”.

Finally, the last question is interested in the right ways of helping international students to do well in the culturally diverse setting without much difficulty. The interviewees participating in the questionnaire refer to those common points: students should be made feel not as a foreigner; they should be informed that they will be coached whenever they need; they should be enabled to be guided by their peers; effective relationship must be built among the students; they should be advised to try to be open to differences in terms of culture, traditions, beliefs; some activities outside the classroom can be organized to guide students in a more sympathetic way, and at last a warm-up program including also cultural components could be planned and organized before their formal educational process in the school. One of the participants states that “They (international students) should be open-minded about cultural differences, traditions and beliefs of other people”. One other interviewee highlights that “They can be coached best by their peers and classmates. A few of their classmates can guide them at TMA”.

4.4. Discussions

This chapter aims to present discussions of the research. In the first part of the chapter discussions of the research are presented and in the first section of this part the discussion of the questionnaire which is used for gathering quantitative data of research is presented. Second section handles the discussions of the structured interview which is applied for gathering suggested and implicating data about activities and types of applications to be practiced in culturally diverse classrooms. Finally, the discussion about the results of the proficiency test takes place in this part.

4.4.1. Discussions of the Questionnaire Results

In parallel with the studies of the 80s and 90s (Jorstad, 1981; Crawford-Lange & Lange, 1987; Byram, 1988) according to the results of the questionnaire which refer to the effects of different variables on the perspectives of the cadets at TMA, culture is regarded as a dynamic process. The members of the culture variable and cultural learning process are regarded as buildable via human interaction. Depending on the answers of the cadets it can be understood that the process of interaction and the communication of the cadets from different cultural backgrounds are of vital importance to create a facilitating atmosphere and environment for learning a foreign language.

The results of the questionnaire have another parallel understanding on the explanation of the culture with the survey made by Robinson (1985) about the clarification and definition of the culture with over 300 educators. The common concepts explained by the researcher go around the terms such as ideas, behaviors, and products. Likewise, the answers of the cadets including such kinds of terms show that sharing of the ideas and the products among the cadets is believed to develop not only their understanding of the target language but also the culture they're trying to learn.

The questionnaire involves two main dimensions. These two groups of items seek for the perspectives of the cadets towards multicultural learning setting and the impacts of culturally diverse setting on learning English. These variables are the current age, education level, and the status of the cadets at Turkish Military Academy. Later, their genders, nationalities, and their native languages are listed as other variables. The information about the period of inhabitation of the cadets in Turkey and their pre experiences in another country beforehand are also questioned as significant variables. These variables are comprised by considering that they cause some different perspectives for cadets. While having a look at the demographic features or variables of the participants it can be understood that the variables do not cause significant difference on the attitudes and perspectives of the cadets at Turkish Military Academy towards learning a language in multicultural learning environment.

In parallel with the clarifications of Kramsch (1993) and Byram (1993), the results of the questionnaire show that in language learning process, culture plays a precious role. It can be inferred that both Turkish and international cadets find the multicultural learning setting positive, useful, and fruitful. Byram (1993) claims that the role culture plays in learning a language cannot be overestimated. The various aspects from which cadets answer the questions create a basis for the claim that they both support the idea of culturally diverse classroom environment and propose the number of such settings to be increased and promoted in order for the fact that more cadets would be favored from such kinds of useful and affective classroom settings.

The study gets another parallel result with one of the studies explained in the literature part. It is the survey conducted by Strasheim and Bartz in 1986 in Indiana University. In the survey the culture and language are integrated in all levels. It is claimed in the study that the learning of the culture before learning of the language plays a vital role for the

success of the students. Similarly, in our study the cadets are exposed to the multicultural learning environment before the formal language learning process. They are exposed to culturally diverse environment in all of their life situations in addition to the classroom setting. The cadets support the idea that they favor from that situation so much to learn the foreign language.

In contrast with the current study, according to Byram & Feng (2004), it is important to pay attention to the idea that good teaching of culture should be made in a manner that enables the learners to be aware of that the target culture members are not in the very learning environment. By this way, students who come from other cultures may feel easy and positively in terms of the fact that there are no foreigners and pressure caused by them and they recognize the target culture by themselves at first and then compare and contrast their first culture and target culture. This situation enables them to get into the culture process in a quiet and relaxed way. However, in our study not only in classroom setting but also from the very beginning of the international cadets' life in Turkey they spend all of their life with the cadets from other cultures and nations. They almost have no experiences without cadets from other cultures. But the important point is that they never have complaints about this manner of life and education. Moreover, they support the idea that such kinds of facilities making cadets live together should be promoted.

4.4.2. Discussions of the Proficiency Test

The results of the pretest show that there is not a significant difference among the proficiency levels of the students both in groups and between groups. The scores of the pre-test go between the points from 10 to 20-25. The average point of Turkish cadets is 16,28 and the average point of international cadets is 16,80. When they attend Turkish Military Academy they have the points in the bottom level to which they reach through the knowledge they got in their high school or beforehand. This result is valid for both Turkish and international groups of students. The analysis of the scores indicate that there is a development on the language proficiency of both Turkish and international cadets. This is the desired and natural outcome of the educational process. It is expected that there would be an enhancement in the skills and competences of language proficiency of the cadets by the end of the academic year. The important point to be paid attention is the difference between the groups in the post-test results. The average point of the results of the post-test

of Turkish cadets is 61,78 and the average point of the results of the post-test of the international cadets is 71,00.

While analyzing results of the tests, it can be accepted that according to the values of the groups, the international cadets favor the multicultural learning environment more than Turkish cadets. Although Turkish cadets have all the positive aspects of a university student they could not perform as well as international cadets. It is implied that they live within their own country; they are in their own culture in which they are raised and which built their characters, they do not live the feelings of homesickness, most of the instructors and cadets are from their own country, they do not have the risks of adaptation matters, etc. On the other hand, the international students attending the Turkish Military Academy come from sixteen different countries which refers that there is a large source of interval. They have all of the probable challenges in front of them not only for academic goals but also for social and psychological adaptation matters. But in spite of these factors which, of course, cause some difficulty to the educational process in a foreign country, the international cadets create a colorful climate from which they favor the setting more than Turkish cadets from language learning aspects. This situation deserves nothing but appreciation. At the same time, by also considering the outcomes of the questionnaire it can be seen that almost all of the cadets from native or foreign groups are pleased with culturally diverse classrooms. The outcomes support the idea that such kinds of multicultural learning settings both inside and outside the classrooms should be encouraged and the number of those should be increased in order for the fact that more cadets would benefit from such fruitful, useful, and effective environments in terms of learning a language

4.4.3. Discussions of the Interview

In order to be able to gather information about the effects of the multicultural educational environment on the process of learning or teaching a foreign language and to gather data about suggested activities and types of applications to be practiced in culturally diverse classrooms the researcher selects 13 lecturers of foreign language department at Turkish Military Academy randomly. The data are gathered from the lecturers in the structured interview format. The outcomes of the interview are stated in previous section. It is understood from those results that most of the interviewees have the same point of view on the culturally diverse classroom environment.

For the first question in the structured interview, the results show that language lecturers at TMA think that the multicultural learning environment in which they try to teach English and other five different foreign languages have favorable effects on students' academic and social competences. The students are facilitated from the cultural diverse setting rather than the claim that they are challenged. In parallel with the current study it can be accepted that culture and language have an interdependent relationship and culture is a vital element or key concept in teaching and learning a foreign language (Peterson, Coltrane, 2003). They maintain that it has a positive effect on the process of learning a foreign language and multicultural learning settings should be encouraged in order to increase the quality of social and academic norms of the society. According to the results of the first question of the study the concept of culture is regarded as the vital element triggering the interactions among the cadets in the same classroom environment. In addition to the classroom environment the culture concept play a more important role for making cadets share with each other in all life situations. Most of the language instructors think that the students coming from different cultural and national backgrounds contribute not only to educational and academic development of the students but also to the social and intercultural competence of the learners through interaction with one another.

As for the second question in the interview, the language instructors explain that the students' experiences and their observations on their attitudes toward the culturally diverse classroom setting can be regarded as positive and advantageous. Few of them also discuss about some minor challenges the students may encounter during their education process at TMA. In parallel with the current study Appel (1996) assumes that studies on multicultural education reveal that multicultural awareness enable learners to dive into interactions, to satisfy with the process and to tend to be open to differences of others. But when the students are impelled to behave in a certain shape and to be educated according to some predetermined structures they may feel failed in both academic and cultural issues (Magner, 1990). The results of the second question of the interview also show that the social and psychological stress on the foreign cadets may cause negative atmosphere for education setting and it affects not only international but also native students.

Finally, as an explanation for the last question of the interview; parallel with the current study, several researches are conducted among university students in Michigan University with the aim of creating more suitable environment for international students to learn

foreign language in the same setting with the other students. The survey concludes that dialogue activities among different groups decrease the prejudicial attitudes among students (Zuniga, 1995). The more interaction they get with one another the less prejudiced or biased thoughts they have towards others. Zuniga claims that communication reduces the unknown points in the minds of people and makes them familiar to each other. In parallel with the study another survey at Shippensburg University in Pennsylvania observes that a program organized to enable interaction, communication and understanding among culturally diverse university students is found really influential. Those curricular programs which is designed to be able to assess the effects of the dialogues on students' relationships are so fruitful in terms of the thoughts of white students towards others and awareness of those white students about racial issues. It enables white students to have a high understanding perspective towards racially diverse ones (Nelson, 1994).

Another study supporting the results of the interview asserts that cognitive developments of the students participating in the educations with diverse students advance. Students' cognitive competences are enhanced thanks to the various aspects and practices of intercultural contexts (Lopez, 1993). Another study conducted in 300 university campuses in the year of 1996 come to the conclusion that the educational environment consisting of racially and culturally diverse students have positive effects on students' satisfaction on their school, lesson grade averages, and their self-confidence in terms of social and intellectual aspects (Chang, 1996).

In parallel with the studies listed above the results of the interview conducted on the language instructors at Turkish Military Academy are presented in the following sentences. The instructors at TMA suggest various kinds of activities to be applied in the classroom settings to be able to help all the cadets favor from the learning process. They point several general and specific activities and characteristics of the activities to be handled by the lecturers. They clarify the items noted in the following statements. Applying culture-general activities rather than culture-specific activities; making students from different backgrounds seated together; making all students feel themselves comfortable; exercises suitable for multicultural issues and involving international cadets' cultural components can be applied; authentic materials such as audio and video materials can be used; introducing new items in contexts might be more effective; international students should be encouraged to participate actively during the classes; all cadets should be given the chance

equally to present themselves; discussions and clarifications on similarities and differences among the cultures might be created; games which are familiar to all cadets might be facilitated etc. By suggesting various types of activities or applications and offering some practices about their characteristics, language instructors present useful and effective solutions to make the multicultural learning environment better in terms of both students and lecturers. They, indirectly, help the actors of the educational process handle the period in an ideal way and get the results in positive ways of such a fruitful period when they see the outcomes of the process.

All of the instructors interviewed in foreign language department at TMA suggests various kinds of practices and activities which can be applied by both instructors and management class in the schools both inside and outside the classrooms so as to create a more pleasurable atmosphere for Turkish and international cadets. Through those suggestions, they offer some possible ways or techniques of integrating diverse group members into the classroom activities, enabling international cadets to do better in the examinations, helping new lecturers handle the issue in an ideal way in the classroom settings, and coaching the students to do better in a multicultural environment without much difficulty. Among all of the questions in the interview, answers of the participants change in only first and second questions which seek for advantageous and challenging points. Almost all of the participants claim that it has more advantageous dimensions rather than challenges and only one participant asserts that the culturally diverse environment is not a favorable setting. And two of the participants claim that the setting involving students with culturally and nationally different backgrounds have both advantageous and challenging aspects.

To sum up the statements of the instructors noted about the multicultural learning setting and its effects on language learning process, it is asserted that the classroom setting involving various university students from different nations and cultures is advantageous and facilitating for students from academic, individual, social, and intercultural aspects. The instructors think that multicultural learning classroom settings should be encouraged and the number of such settings should be increased in order for the fact that both students and the society or country hosting and posting them favor from this situation to the maximum extent.

PART V

CONCLUSION AND RECOMMENDATIONS

This chapter gives a brief summary of the study and presents the results of the study in a comparative way with the studies and researches which are conducted before. Pedagogical implications of the study and suggestions for further studies in a foreign language learning and teaching context are also attached at the end of the chapter.

5.1. A Brief Summary of the Study

It is assumed by Kramsch (1998) that the language regarded as the basic means of interacting and communicating with people is shaped by the culture which transmits it to the succeeding generations at the same time. According to Byram (1988) language and culture are affected from one another reciprocally. Just in this regard, he (1988) also notes that although people know the fact that language and culture should be processed in an intertwined way so as to reach the goal of teaching a language in a successful way, teachers do not emphasize that point on their practices. It is implied by Byram (1988) that the practices of the language teachers are lack of the notions embracing the teaching of cultural and linguistic components in a simultaneous way.

It is understood from the results of the studies that much more attention should be paid on the issue especially in multicultural learning environment. As Nieto (1992) claims, the more cultural issues are there in the learning setting, the more time to enable learners to acquire the cultural components are needed. In this respect, to be able to be donated by various aspects on the topic the definitions of the culture, the relationship between the language and culture, the role of culture in language learning process are handled in this study. Additionally, multicultural education environment, pedagogical implications of multicultural setting, understanding and showing tolerance to culturally and nationally diverse cadets are dealt in the survey. Finally, international students, the characteristics of international students, the advantageous and challenging aspects of culturally diverse environments are discussed in the study.

The research is conducted at Turkish Military Academy. The language instructors, undergraduate level language learners and school environment are taken as the

participators factors in this multidimensional setting. The study aims at receiving the perspectives of Turkish and international cadets towards multicultural learning setting and its influences on their language learning processes. Turkish cadets consist of the ones coming from different cities all over Turkey; international cadets are the ones coming from sixteen different countries. Another goal of the study is to receive the perspectives of the language instructors at TMA towards advantageous and challenging issues encountered by Turkish and international cadets during their language learning process. Lecturers' and cadets' experiences about multicultural environment, and the suggested types of practices and applications in the classroom activities are also attached in order to help and lead the instructors in a culturally diverse setting.

To find out the perspectives of the cadets towards multicultural learning setting at TMA a questionnaire is conducted on the cadets. Besides, to seek for the perspectives of the instructors, the structured interviews are used as instruments for data collection. The first part of the study (the questionnaire) focuses on 80 cadets who learn English in the culturally diverse classrooms. To analyze the data a program called SPSS version 17,0 is used. Before the main application the piloting implementation is made with fifty participants to check the reliability of the survey. Cronbach's Alpha is ,787 which indicates that the survey is reliable. The cadets are also applied English Proficiency Test at the beginning and at the end of the educational year to able to see the distance covered during the whole year. For the second part of the study (the interview) thirteen language instructors are interviewed in the structured interview format. Their answers to various kinds of questions are analyzed according to their contents. Questions are in accordance with research questions and survey items. In order to better understand the data obtained from the surveys, descriptive statistics (mean, frequency and percentage) of the data are presented.

5.2. Conclusion

As for results, it can be asserted that this study has lots of common results with the surveys conducted on the topic before. In this study, it is concluded that both the students and the language instructors at TMA regard the culturally diverse language classrooms as fruitful and favorable in terms of the development of academic and social competences. Firstly, we can make a point of the survey applied in the Association of American Colleges and

Universities in 1996. Just as the responses of the participants of the survey, the responses of the cadets and instructors which sign their perspectives in this study also indicate that diversity through positive methods and facilities for students to perform in the classroom affect the outcomes of the students in the favorable manner. The study carried out by Chang in 1996 in 300 university campuses in the USA has also similar outcomes with this study. The survey “*Racial Diversity in Higher Education: Does a Racially Mixed Student Population Affect Educational Outcomes*” points to the conclusion that the diversity of the cultures and nations of the students help learners develop themselves on social and individual perspectives. Their social competences are enhanced through interaction with the culturally diverse ones. Another research applied by Sandra Golden in the United States in 1995 has the outcomes corresponding to the results of this study. In the study “*An Examination of Teachers’ Sense of Efficacy, Cultural Awareness, and Their Pedagogy in Diverse Classrooms*” it is resulted that from the pedagogical point of view, culturally diverse educational environment is regarded as rewarding and beneficial for learners and teachers. As harmonically with that study it is assumed by this syrvey that teachers have the feeling of reassurance and they have a sense of occupational self-efficacy while teaching in multicultural classroom setting and they find getting aware about the cultural issues really useful in terms of the learners and the teachers. There are some other studies sharing the similar or common outcomes with this study in terms of the positive effects of multicultural setting. For instance, Pamela Barry’s (1997) study “*Teacher’s Awareness and Response to Cultural Diversity in the Classroom*”, Sheila Biddle’s (2002) report “*Internationalization: Rhetoric or Reality*”, and Obst and Forster’s paper (2005) “*Perceptions of European Higher Education: Country Report USA*” also support the idea that the universities and colleges should facilitate the culturally diverse teaching environment as much as possible in order to better serve the national and international community, and to remain great universities.

It is noted by Sleeter and Grant (1999) that cultural pluralism refers to be open to differences that people have. It is assumed that the participants in this study also stand up for diversity of culture in educational environment. The instructors and cadets agree that it is of great importance to respect to the differences such as various cultural and national backgrounds. Similar outcomes are reached by another survey done by the Association of American Colleges and Universities in 1996. According to the reports and experience of the

researchers, it is stated that, language can be taught best in socially and culturally diverse setting.

It is pointed by Giroux (1998) that cultural diversity should not be regarded as something to be tolerated but as an indispensable element of democratic life. The instructors in this study highlight the tolerance towards others in multicultural environment just as the research done by Humphrey in 2000. In the research called as *Effects of Diversity on University Students* it is concluded by Humphrey (2000) that it is the starting point to begin with eliminating the uncommon features and focusing on the tolerating behaviors towards the others. Another study conducted by Zuniga in 1995 at the Michigan University has also similar results about the issue of tolerance. According to the study it is asserted that creating the facilities to enable the learners to get into contact with each other about anything they wish would work in order to diminish the obstacles before understanding or intolerance situation of the students towards the others.

The cadets and the instructors in this research attach great importance to the interaction among the students for handling the minor problematic issues in the educational setting. It is analyzed from the outcomes of the questionnaire that the multicultural learning setting in which culturally diverse cadets are always in contact while learning a language is favorable and useful. Most of the participants agree that they can learn much from each other and being together encourages them to learn more. It is asserted that not only linguistic but also cultural aspects build a powerful relation among the cadets. The research done by Nelson in 1994 at the Shippensburg University in Pennsylvania is in the same point of view with this study. Nelson (1994) reaches to the point that the racial and social obstacles can also be overcome by creating a favorable atmosphere enabling the students from different cultural or national backgrounds to interact as much as possible.

The concerns related to the multiculturalism of the instructors are also expressed in the study. It is asserted that there can be some disagreements or disputes among the students because of the diversity and intolerant acts towards diverse environment. In this same regard, Multicultural Education Consensus Panel sponsored by the Center of Multicultural Education at the University of Washington and the Common Destiny Alliance at the University of Maryland reach also at another similar result that culturally diverse classroom settings in the state schools is both an opportunity and a challenge. It is pointed that it should also be considered that whenever diverse groups interact, intergroup tension,

stereotypes, and institutionalized discrimination may develop. The results taken from the interview of this study also point some issues as solution for the minor matters. It is claimed by the lecturers that the instructors may have very important role during such kind of situations. According to them, if handled carefully with a positive motivation by the instructors the setting could be favored by all aspects of the shareholders such as cadets, instructors, management classes, and even societies and countries hosting and posting the cadets.

Upon all of the opinions and clarifications stated above it is noted that both the cadets and instructors are generally on the point of view that the learning environment should be supported with the opportunities of increasing the numbers of the settings having culturally diverse students as many as possible in order to enable them to do better in their language learning process.

5.3. Pedagogical Implications

According to Sercu (2002) learning a foreign language means something different much or less in terms of cultural world from one's own. It is implied that it is indispensable that language learning includes intercultural education at the same time. From that point of view, it can be asserted that intercultural education should be presented to the students educated in the same learning environment. Sercu (2002) proposes that learning setting and the practices applied in the classrooms should be presented by gathering students' and language instructors' common points. It can also be assumed that addressing to the variety of nationally and culturally diverse students is of great significance. This matter had better be considered by the instructors and curriculum designers of multicultural classrooms while designing their lesson plans and materials to be used during the classes.

Fullinwider (1993) suggests that teachers as one of the major actors of the educational process should pay great attention to their performance towards both native and international cadets and they should treat carefully especially to the international students. They had better consider their sensitivity about cultural and national values and norms. It can be asserted that instructors should create equal standards for all students. They should work as an assistant for students to cope with the challenging issues in terms of academic, cultural or psychological items. As Badur (2003) asserts, different types of activities inside and outside the classrooms should be applied in order to make students active participators

both inside and outside the classrooms. Those formal or educational and flexible or free programs or activities contribute a lot to the adaptation and integration period of the students. Another suggestion on the issue is to make books used as materials for the courses suitable for multicultural components such as proverbs, sayings and idiomatic expressions of other cultures. The most comprehensive methods should be used in order to coach the students to handle the culturally diverse setting and to learn without much difficulty. It is taken from the results of the interview in this study that lecturers should favor the advantageous points in such a way that not only students but also people encouraging such kinds of educational environments would feel satisfied and more eager for further study on the issue.

It is addressed to our attentions by Byram and Morgan (1994) that the students should also pay great attention to the relationship among themselves in terms of both academic and social issues. As suggested by Byram and Morgan (1994) it can be assumed that presentation and introduction of the culture of a society should be made in a comparative way; hence, students from all societies could see the similar and different points among their cultures. Byram and Morgan (1994) add that they should help each other in a constructive manner; they should present their cultural values, norms and virtues not in a supervising but in friendly way. As it is also suggested by the scholars (1994) audiovisual materials, newspapers in other countries, literary texts related to different nations, images of societies, information about programs on televisions or radio broadcasts may be integrated into content of the programs to develop awareness of the students about other cultures.

The results of the current research also suggest promoting and encouraging the multicultural learning settings. It is taken from the results that for all cadets from different backgrounds, it facilitates individual, social, and academic success which is already aimed to be reached at the end of the educational process. Hence, not only instructors but also executives should also spend effort to be able to promote such kinds of classrooms in order for the fact that more students can favor culturally diverse classrooms in terms of the academic, cultural, individual, and social aspects.

To sum up, learning or teaching a language in a setting which involves different cultural dimensions addressing to different societies is favored by the students and teachers. The culturally diverse environment contributes to not only academic but also individual and

social competences of the learners. Therefore, such kinds of multicultural programs and settings should be encouraged and developed in order to follow the path of internationally more developed and prevalent educational environments.

5.4. Recommendations for Further Research

The current study investigates the perspectives of the cadets towards multicultural learning setting and its effects on language learning process. Questionnaires and structured interviews are the instruments used for the study as suggested by the researchers who have studied on the issue before. This study can be useful and pioneering work for those who would like to do research concerning multicultural learning environment within the Turkish context.

This study is limited with students of Department of Foreign Languages at Turkish Military Academy in which Turkish and international cadets from sixteen different countries are educated at different levels. A further research can be conducted at other universities to be able to see if there is any difference among the military and civilian students. Such a further study may be conducted with more participants from each diverse cultural background in order to gather more results which may also be regarded as reliable outcomes about the multicultural learning environment and its influences on learning a language.

Present study is also limited to undergraduate level students at TMA. Another study can be applied at the military high schools which also host international cadets from other countries. The study can be conducted on the high school level students so as to see if there is any difference between the perspectives of the undergraduate and high school level cadets towards culturally diverse setting and its effects on language learning process.

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<https://explorable.com/quantitative-research-design>

APPENDICES

APPENDIX I

Questionnaire for Cadets

Dear Cadets;

“Since your answers to the survey will constitute the base of the study conducted on the thesis called ‘Perspectives of International Cadets towards Cross-Cultural Diversity and Its Impact on Language Learning; Case of Military Students in Turkish Military Academy’, they are of great importance for the study. It is deeply appreciated if you could complete the questionnaire by evaluating ten personal questions and fourteen statements below as a Turkish or international cadet at Turkish Military Academy. This survey will be used in a Master study. Thank you so much for your support to complete the questionnaire by taking your time and effort.

Assoc. Prof. Dr. Kadriye Dilek AKPINAR
Supervisor

Hakan Hilmi DEMİREL
MA Student

CULTURAL DIVERSITY QUESTIONNAIRE

1. What is your current age?

- a) 18 or younger
- b) 19-21
- c) 22-25
- d) 26 or older

2. What is your education level?

- a) No formal education
- b) Elementary School
- c) Secondary School
- d) 2- year college
- e) College/University (4 years)
- f) Masters
- g) Doctorate

3. What is your current classification status at Turkish Military Academy?

- a) Freshman
- b) Sophomore
- c) Junior
- d) Senior
- e) Graduate
- f) Other

4. What is your gender?

- a) Male
- b) Female

5. What is your nationality?

6. What is your native language?

7. If you were not born in Turkey, how long have you been here?

- a) Less than 1 year
- b) Between 1 and 5 years
- c) Between 5 and 10 years
- d) More than 10 years

8. Prior to your multicultural experience at TMA, did you have any significant multicultural experience outside of your country?

- A) Yes
- b) No

9. If yes, where and for how long? (please specify)

10. On the whole, would you say this is a positive experience?

- A) Yes
- b) No

This cultural diversity perspective form is for international and Turkish cadets at TMA.
Please read each statement and mark the response (1, 2, 3, 4, or 5) that tells HOW MUCH DO YOU AGREE OR DISAGREE WITH THE STATEMENT.

- 1 – Strongly agree
- 2 – Agree
- 3 – Neither
- 4 – Disagree
- 5 – Strongly disagree

Answer the statements in terms of how well the statements describe you. Do not answer how you think you should be, or what other people do. **There are not right or wrong answers to these statements.**

NAME:

NUMBER:

SECTION:

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. Learning English in the same classroom /school with people from different cultural backgrounds helps me improve my English.	1	2	3	4	5
2. Having interaction with my culturally diverse classmates motivates me to use English for communication.	1	2	3	4	5
3. Cultural diversity in the classroom setting triggers me for learning more about other cultures and languages.	1	2	3	4	5
4. I am not on the point of view that I develop my English by discussing various sorts of issues with my culturally diverse classmates.	1	2	3	4	5
5. I do not enjoy living in a neighborhood consisting of a culturally diverse population.	1	2	3	4	5
6. I do not think that I can improve my English by having contact with people from different countries.	1	2	3	4	5
7. Being aware of other cultures has no positive effects on me to learn a foreign language.	1	2	3	4	5
8. Having interaction with others from different countries does not motivate me to use English language for communication.	1	2	3	4	5

9. Learning in a multicultural environment helps me develop a positive perspective towards using English.	1	2	3	4	5
10. Studying with people from different cultures minimizes the linguistic errors stemming from the differences or resemblances in my mother tongue.	1	2	3	4	5
11. Interacting with people from other cultures affects me negatively in terms of communication.	1	2	3	4	5
12. Being in a culturally diverse environment motivates me to learn a language.	1	2	3	4	5
13. Being with others from different cultures does not reduce my linguistic mistakes.	1	2	3	4	5
14. Living with others from different cultures affects me negatively in terms of using English for handling daily issues.	1	2	3	4	5

*If you'd like to add any other relevant information into the survey you could share your opinions conveniently, without any hesitation.

APPENDIX II

Interview for Lecturers

Dear Academician;

“Since your answers to the survey will constitute the base of the study conducted on the ‘Perspectives of International Cadets towards Cross-Cultural Diversity; Case of Military Students in Turkish Military Academy (TMA)’, they are of great importance for the study. It is deeply appreciated if you could complete the questionnaire by evaluating the ‘Effects of the Multicultural Learning Setting on Teaching of a Foreign Language’ as an experienced lecturer at Turkish Military Academy. This survey will be used in a Master study. Thank you so much for your support to complete the questionnaire by taking your time and effort.

Assoc. Prof. Dr. Kadriye Dilek AKPINAR
Supervisor

Hakan Hilmi DEMİREL
MA Student

Questions

1. How do you (as **lecturers**) experience the influence of cultural diversities in the multicultural learning setting? What are the possible challenges and advantages associated with cultural diversity while teaching a language at TMA?
2. How do the **cadets** experience the influence of cultural diversities in the multicultural learning environment? What are the possible challenges and advantages associated with cultural diversity while learning a language at TMA?

3. What do you think about the best practices or applications to teach a culturally diverse group of cadets? What are your opinions about classroom activities suitable for multicultural environment? (You may add specific details in the following sub questions.)

a. How can the culturally diverse group members be integrated in classroom activities?

b. What can be done for cadets coming from different countries in terms of testing applications to enable them to do better in the examinations?

c. How could new lecturers at TMA be better prepared to teach in a multicultural environment? What advises can be given to new lecturers at TMA for warning them in terms of considering cultural diversities?

d. How could learners be coached to handle the culturally diverse setting in order to learn without difficulty?

APPENDIX III
PRE-TEST / POST-TEST

APOLET NUMBER :

NAME/SURNAME :

SECTION :

TIME : 80 minutes

POINT	
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PART I

Read the sentences and complete the gaps in the sentences.

1. Pele is still perhaps famous footballer in the world.

- a) most b) the most c) the more

2. He born in 1940.

- a) had been b) is c) was

3. His mother him to be a footballer.

- a) not want b) wasn't wanting c) didn't want

4. But he to watch his father play.

- a) used b) ought c) has used

5. I wonder how many children going on the school field trip this month.

- a) are b) has c) is

6. He learned to use his right.

- a) or his left foot or b) and his left foot and c) both his left foot and

7. He got the name Pele when he

- a) had only ten years b) was only ten c) was only ten years.

8. In 1956 he Santos and had scored in his first game.

- a) has joined b) joined c) had joined

9. Has anyone seen Laura? to work today?

- a) **Is she coming** b) **Does she come** c) **She come**

10. The World Cup Finals were in 1958 and Pele was looking forward.....

- a) **to play** b) **to playing** c) **to be playing**

11. But he hurt knee in a game in Brazil.

- a) **this** b) **the** c) **his**

12. I hope you're having a good time. like some more tea?

- a) **Do you** b) **Will you** c) **Would you**

13. I was out when you called. I went to the store buy some milk.

- a) **for** b) **to** c) **order to**

14. Since he was brilliant player, they selected him.

- a) **a such** b) **such a** c) **a so**

15. he was injured he helped Brazil to win the final.

- a) **Although** b) **Even so** c) **In spite of**

16. The history of the World Cup is short one.

- a) **quite a** b) **a quite** c) **quite**

17. I haven't talked to Nicole recently. When you talk to her last?

- a) **does** b) **was** c) **did**

18. People have played football for a hundred years.

- a) **above** b) **over** c) **more than**

19. We a wonderful time. Thanks for inviting us over for dinner.

- a) **had** b) **have** c) **has**

20. Uruguay the Olympic football final in 1924 and 1928.

- a) could win b) were winning c) had won

21. They wanted World Champions for the third time.

- a) be b) being c) to be

22. Four teams entered from Europe, but succeeded.

- a) a little b) few c) little

23. It was the first time professional teams were in the tournament.

- a) which b) that c) when

24. The forecast isn't good for tomorrow. It is to rain, so don't forget to bring your umbrella.

- a) having b) going c) seems

25. Many nowadays believe that everyone should learn to use computers.

- a) persons b) people c) peoples

26. The majority of children in the UK having access to a micro-computer.

- a) have b) has c) are

27. There are more computers per head in England than in the world.

- a) anywhere else b) somewhere else c) anywhere other

28. Learning a computer language is not the same learning a real language.

- a) as b) like c) than

29. "Our school at eight p.m."

- a) goes b) sleeps c) starts

30. "I'm working for Turkish Air Lines. I'm a/an

- a) artist b) musician c) flight attendant

31. There aren't easy ways of learning to program a computer.

- a) no b) any c) some

32. The only way to become really proficient is to practice a lot.....

- a) on your own b) by your own c) on yourself.

33. You can pick up the basics quite quickly if you make an effort.

- a) have b) would c) are willing to

34. 12. – I live in a big

- a) car b) school c) city

35. Some people would just not have anything to do with computers at all.

- a) rather b) prefer c) better

36. - Is she from Poland?

- No, she isn't.

- a) She is from Germany. b) She is from British. c) She is Polish.

37. Micro technology is moving so fast that hardly can keep up with it all.

- a) anybody b) somebody c) no one

38. - ?

- They are books.

- a) What are these? b) What are this? c) What is this?

39. Everyone has..... if they can't get 'hands-on' experience.

- a) difficulty in learning b) difficulties to learn c) it difficult to learn

40. Anna: Hello, I'm Anna.
 Rosa: Hi, Anna. I'm Rosa.
 Anna:.....
 Rosa: Nice to meet you,too.

a) Nice to meet you. b)How old are you? c)Where is she from?

41. Andy : What is your father's name?
 Pamela: His name is Paul.
 Andy :
 Pamela: He's American.

a)What's his nationality? b)Where is she from? c)What's his name?

42. Customer: Oh, sorry. ?
 Waiter: It is \$ 3,50.
 Customer: Ok. Thanks.

a) How much are these? b)How much is this pen? c)How much are they?

43.Jerry:
 James: My dad? He is 45 years old.
 Jerry: Oh. And where is he from?

a)How old is your father? b)How old is your mother?c)Where is your father from?

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,
 (44) to you because I (45) what to do. I'm twenty-six and a teacher at a primary school in Norwich where(46) for the last five years. When I(47) there for a couple of years, one of the older members of staff(48) and a new teacher(49) appointed to work in the same department as me. We (50) together with the same classes during her first year...

- 44) a) I am writing b) I will write c) I should write
- 45) a) I'm not knowing b) don't know c) know
- 46) a) I'm working b) I've worked c) I work
- 47) a) was b) have been c) had been
- 48) a) would leave b) left c) had been leaving
- 49) a) would be b) became c) was
- 50) a) worked b) have worked c) should work

PART II

Read the passages. Then answer the following questions.

My name is Eric. I am 12. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old. Carrie is 10 years old. They are very nice. My mother's name is Julia. She is 40 years old. My mother is also very nice. My father's name is Andre. He is smart. He is an engineer. He builds bridges. I also have a dog. My dog's name is Paw. He is a big dog. He is a brown dog. He is a big brown dog. I love my family.

51. How many sisters does Eric have?

- a) one b) two c) three

52. How old is Eric's mom?

- a) thirty years old b) thirty-five years old c) forty years old

53. Eric's dad is

- a) a lawyer b) an engineer c) a construction worker

58. Where does Robert work on Wednesday?

- a) at the hospital b) at the school c) at the grocery store

59. What does Robert do on Tuesday?

- a) He plants twelve purple bushes.
b) He plants five red flowers and digs a hole with a shovel.
c) He plants two trees, plants sixteen white flowers, and digs four holes with a shovel.

60. How many holes does Robert dig during the week?

- a) one b) three c) five

PART III



A. Listen to the conversation and answer accordingly. (*Getting around Tokyo*)

61. Where does the man want to go?

- a) Tokyo Subway Station b) Tokyo Art Museum c) Tokyo Tower

62. How much is the train ticket?

- a) 130 yen b) 140 yen c) 150 yen

63. Where should the man get on the train?

- a) platform number 3 b) platform number 4 c) platform number 5

64. How often do the trains come?

- a) about every five minutes b) about every six minutes c) about every seven minutes

65. Where should the man get off the train?

- a) at Kamiyacho Station b) at Kamigaya Station c) at Kamiyama Station

B. Choose the correct option according to dialogue. (*Clothing style*)

66. What does the man plan to wear during the summer months?

- a) a cool hat
b) casual shoes
c) light pants

67. What is one thing the man is NOT going to pack for the winter season?

- a) a coat
b) some sweaters
c) a jacket

68. What is the weather like in the spring?

- a) It is windy. b) It is rainy. c) It is cool.

69. What is an example of an occasion where the man might need formal clothes?

- a) a party
b) a business meeting
c) a wedding

70. What did the man wear to his high school graduation?

- a) jeans and tennis shoes
b) a casual shirt and tie
c) a suit and dress shoes

C. Choose the correct option according to dialogue. (*College life*)

71. What does the man want to do after he graduates?

- a) He wants to become a teacher.
b) He hopes to go on to graduate school.
c) He'd like to work at a hotel.

72. What is the woman majoring in?

- a) history
- b) French
- c) computer science

73. How does the woman pay for college?

- a) She has a part-time job.
- b) She received a scholarship.
- c) Her parents are paying for it.

74. Where does the man work part-time?

- a) at a bakery
- b) in a library
- c) at a restaurant

75. What thing did the man NOT say about his job?

- a) His co-workers are friendly.
- b) He works long hours.
- c) The pay is okay

At the Department Store

A. Answer the multiple-choice questions below according to listening.

76. How many times has the customer visited Everest Stores before?

- a) Once.
- b) Never.
- c) A few times.

77. Why is the customer buying a hat?

- a) Because she's going to her sister's wedding.
- b) Because she's going on vacation in New Orleans.
- c) It is not for her, but for her sister.

78. Why does she need a new toaster?

- a) Her old one doesn't work anymore.
- b) She needs a bigger one.
- c) Her children asked her to get one.

79. What will the customer get on the 4th floor?

- a) A small kitchen appliance and some information.
- b) A small kitchen appliance and a large one.
- c) A small kitchen appliance and a picture frame.

80. Why is she buying a DVD?

- a) For her sister's birthday present.
- b) Her daughter asked her to buy a DVD.
- c) As a present for her daughter's birthday.

PART IV

Choose one of the topics below and write a paragraph. (at least 90 words)(20 pts)

A. *Write a paragraph about your last holiday.*

B. *Write an evaluation note about your first year in Turkish Military Academy.*

C. *Write a paragraph describing your family.*

D. *Imagine that you want to persuade your friends to visit your hometown .Write a note describing your hometown.*

E. *Write a letter to your friend whom you have not seen for years and talk about your life during recent years.*



GAZİ GELECEKTİR...