The Determination of Teacher Candidates' Opinions about Multicultural Education

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Abstract: *Multicultural education is based on the idea that equal opportunities at school must be given to all students regardless of their cultural characteristics such as the students' gender, social status, ethnic or race. In order to have a successful implementation of the multicultural education, firstly they have to adopt sincerely the concept of multiculturalism. The overall approach and attitude and information about the multicultural education for teachers should be established when they receive their teacher training. That is why this study is important for the determination of the approach and attitude of final year students of the faculty of education (teacher candidates) concerning the multicultural education. In this study, it is aimed to determine the educational perceptions of teachers by observing not only their gender, branch, knowledge of other languages than Turkish, but also by observing if they read or not different kinds of books about multiculturalism education and by observing if they lived or not in locations different than their birth place. It is determined that teacher candidates have not so much theoretical knowledge about multicultural education. An important majority of teacher candidates (84%) answered affirmatively that education system needs multicultural education in Turkey.*

Key Words: *Multiculturalism, multicultural education, pre-service teacher, ethnicity, language.*

I. Introduction

Since then ancient times, we can see the coexistence of different cultures in our society, especially with the arrival of migratory movements and globalization; we observe clearly the beginning of an important interaction between cultures. Culture is the way of life of a people (Turhan, 1969). All kinds of powers, beliefs and means that allow a nation to be a real nation are grouped under the name of culture. To sum up; culture has a structure that incorporates many elements such as cultural behaviour patterns, attitudes, norms, values, communication styles, language, beliefs, actions, health conditions, civilization, production, education products (Doytcheva, 2005; Güvenç, 1994; San, 1983). To bring to life the cultural characteristics and to allow the recognition of them are one of the most important elements of democracy. Democracy is a culture of living together.

The most common argument for equality in the tradition of democracy is equality of opportunity. Equality of opportunity in education, or access to resources is also defined as equality (Tezcan, 1996; Yeşil, 2003). Once equal opportunities in education are realized, the success of one's life will depend largely on his ability and his intelligence (Özden, 2010). One of the most important conditions to ensure the equality of opportunity is to ensure the coexistence of cultures that make up the society through democratic means. Many countries in today's world have a structure with multi-religious, multi-ethnics, multi-languages and multi-cultural elements (Portes & Rumbaut, 2006). In terms of social peace, it is really important to ensure to make live together these differences in the same society. One of the most important factors to secure this situation is multicultural understanding. Generally, we can define multiculturalism as the recognition of race, ethnicity, language, sexual orientation, gender, age, disability, social class, education, religious orientation and the other cultural dimensions. Education plays an important mission in the social cultural change process by transferring cultural values and behaviour patterns of society to the new generations. Education determines a country's human profile and it is very important process which impacts on the whole fabric of society, especially its culture and which determine the possible changes as well as the protection of existing structures. Particularly, it has very serious effects on the training of students' learning culture (Slavin, 2012). That is why, in recent years, studies give an important place to the concept of education with multicultural education.

Multicultural education is based on the idea that equal opportunities at school must be given to all students regardless of their cultural characteristics such as the students' gender, social status, ethnic or race (Amba, 2006; Banks, 2014). In order to have a successful implementation of the multicultural education, firstly they have to adopt sincerely the concept of multiculturalism. The overall approach and attitude and information about the multicultural education for teachers should be established when they receive their teacher training.

That is why this study is important for the determination of the approach and attitude of final year students of the faculty of education (teacher candidates) concerning the multicultural education.

II. Purpose Of The Research
In this study, it is aimed to determine the educational perceptions of teachers by observing not only their gender, branch, knowledge of other languages than Turkish, but also by observing if they read or not different kinds of books about multiculturalism education and by observing if they lived or not in locations different than their birth place.

III. Method

Research Model
In this study, the model of case study, which is one of the qualitative approach models, is used. The case study is a study which aims to collect data in order to draw conclusions condition about the specific features of a given situation (Yıldırım & Şimşek, 2011). In this study, an open-ended questionnaire was used; this technique is one of the qualitative research techniques. In this technique, the questions are proposed to the participants under a written form rather than an oral form (Creswell, 2013). The most important objective of the open-ended questions asked in the study is to allow to the researchers to have the opportunity to capture other people's perspectives without imposing predetermined questions (Patton, 1990). So, perspectives of the participants can be better understood with open-ended questions.

The studying group
The studying group of the research is made up of final year students (teacher candidates) of the faculty of education of Ziya Gokalp at Dicle University in Turkey/Diyarbakir City. These teacher candidates are selected by simple random method. Data collection instruments which consist of open-ended questions are distributed to a total of 194 teacher candidates. There was no return of 10 of these instruments. Moreover, as we noticed that 15 of them were not filled correctly, they were not taken into account for the analysis of our study. That is why, only 169 data obtained from teachers were included in the sample to be analysed. For the choice of teacher candidates' branches, branches which are close are combined together (Class-preschool, History and Geography, Mathematics and Science and Technology). Descriptive statistics of teacher candidates are given in Table 1.

Table 1. Descriptive statistics of teacher candidates

Variables		n	%
Gender	Female	109	64,5
	Male	60	35,5
Branch	Class-preschool	65	38,5
	History-Geography	21	12,4
	Mathematics-Science and Technology	33	19,6
	Turkish	28	16,6
	English	22	13
Is there any local language that you have known except Turkish?	Turkish	30	17,8
	Kurdish	109	64,5
	Zaza	20	11,8
	Arabic	10	5,9
Have you ever been a different region except your birth's region?	Yes	91	53,8
	No	78	46,2
Have you ever read a book about multiculturalism?	Yes	81	47,9
	No	88	52,1

Data collection tool
Data were collected through two different ways: "Personal Information" and "Open Questions" forms. A total of three open-ended questions were prepared in the open-ended questions section. Open-ended questions have been created by researchers in agreement with the purpose of research, and in order to determine exactly a situation, questions such as "what", "how" and "why" should be asked (Patton, 1990). These questions include: "What is multicultural education?", "How to set up multicultural education?" and "Is there a need for multicultural education in Turkey? Why?".

Data Analysis
For the analysis of the data, descriptive and content analysis was used. Descriptive analysis is based on the organization of the collected data without changing their meaning (Yıldırım & Şimşek, 2011). Content analysis is a way of describing any content by objective, systematic and quantitative ways (Bilgin, 2014).

To analyse the data, firstly we defined multicultural education themes and we encoded themes related to our subject. New data and codes have been added to the study whenever new codes and themes are found. Then, the data encoding process is done. In order to ensure the reliability of the data encoded, the encoding is done by two researchers. After comparing the first and the second researchers' analyses, the numbers of corresponding and non-corresponding codings were determined. To measure the reliability of coding, a level of confidence formula (Miles & Huberman, 2002) is used and this level of reliability is found 93%. For this formula, the results beyond 70 % are considered in a degree of sufficient reliability (Yıldırım & Şimşek, 2011). In this case, we can say that the reliability of coding is sufficient. Non-corresponding coding are checked again by two researchers and with a common decision, they have been corrected. Coding is summarized in the form of percentage and frequency.

Responses given to open-ended questions are examined and they are encoded under themes in three different ways. The fact that we qualify as "appropriate", "acceptable" and "not appropriate" responses to the questions of "What is the multicultural education?" and "How to set up it?", are determined from definitions and studies of literature (Banks, 2014; Gay, 2010; Kymlicka, 1994). The questions, answers and the general explanations relating to codes are provided in Table 2.

Table 2. Coding of answers to questions

Questions (Themes)	Codes	Sample Statements
What is the multicultural education?	Appropriate	Definitions based on the idea that all students should have equal opportunities to learn in school regardless of their gender, social status, ethnic, language, racial and cultural characteristics and so on...
	Acceptable	Definitions which underline one or more cultural characteristics.
	Not-appropriate	Definitions which do not give responses or which do not precise cultural characteristics.
How to set up multicultural education?	Appropriate	Those who think that it should take into account in learning environment all the cultural properties.
	Acceptable	Those who propose ideas by underlining certain cultural features or general expressions.
	Not-appropriate	Those who do not propose any idea or who cannot explain how multicultural education should be done.
Is there a need for multicultural education in Turkey?	Yes	Those who think that there is a need for multicultural education.
	Undecided	Those who do not propose any idea or who have undecided attitudes.
	No	Those who think that there is no need for multicultural education.

Students' answers to open-ended questions were coded according to Table 2 and then they are analysed.

IV. Findings

Frequency and percentage of responses of teacher candidates to the open-ended questions are given in the table below by taking into account their gender, branch, knowledge of the local language, if they lived in other parts of the Country and if they read books about multiculturalism. The first question of the survey to teacher candidates is stated as following "What is multicultural education?". The findings related to teacher candidates' responses to this question are included in Table 3.

Table 3. Findings for the definitions of multicultural education

Variables	What is multicultural education?					
	Appropriate		Acceptable		Not-appropriate	
Gender	f	%	f	%	f	%
Female	44	40	53	49	12	11
Male	17	28	29	48	14	24
Branch						
Class-preschool	17	26	37	57	11	17
History-Geography	9	43	9	43	3	14
Mathematics-Science and Technology	9	27	17	52	7	21
Turkish	13	46	10	36	5	18
English	13	59	9	41	0	0
Knowing a local language						
Turkish	10	33	15	50	5	17
Kurdish	39	36	53	49	17	15
Zaza	8	40	9	45	3	15

Arabic	4	40	5	50	1	10
Living in other regions						
Yes	32	35	47	52	12	13
No	29	37	35	45	14	18
Reading book about multiculturalism						
Yes	29	36	42	52	10	12
No	32	36	40	45	16	19
TOTAL	61	36	82	49	26	15

Some definitions of the teachers' candidates to the question of "What is multicultural education?" which are considered as "appropriate" are the following ones:
- Multicultural education is a kind of education providing information about every culture in a teaching-learning period by taking into account the values of people with different cultures.
- What I understand from the multicultural education is to create a way of education which addresses to the people with a different language, religion, ethnicity etc.
- Multicultural education is a kind of education providing information about every culture in a teaching-learning period by taking into account the values of people with different cultures.
- Multicultural education is the regulation of educational system by accepting the existence of different cultures different than the culture generally accepted by everyone.

Definitions obtained from responses of teachers' candidates qualified as "acceptable" to the question of "What is multicultural education?" are as follows:
- It is an education system for people from different ethnic origin.
- It is an education system where everyone has the opportunity to study in his native language.
- It is an education system for people from different ethnic origins, so individuals from different cultures should benefit from the equal rights.

Some of the definitions given by teacher candidates who gave an answer considered as "not-appropriate" to the question of "What is multicultural education?" are as follows:
- It is a kind of cosmopolitan culture which is emerged as a result of interaction between different cultures.
- It is a synthesis of several cultures.
- It is an education which gives place to foreign cultures.

Referring to Table 3, we see that 36% of the total of answers to the question of "What is multicultural education?" are considered "appropriate", 49% of them are "acceptable" and 15% of them are "not appropriate".

Considering the findings in Table 3 realized according to gender; female teachers' responses considered as "appropriate" (40%) have a higher degree than responses of male teachers (28%); while the proportion of female teachers responses considered as "not appropriate" (11%) have a lower degree than responses of male teachers (24%). The rates for responses considered as "acceptable" have similar degrees (females: 49%; men: 48%).

When we analyse the results according to the branches of teachers, we see that the most important rate of responses considered as "appropriate", it concerns especially the branch of the English (59%), Turkish (46%), History and Geography (43%). It is determined that the least important rate for the responses considered as "not appropriate" are given by the teachers of the branch of preschool education (26%) and mathematics-science and technology (27%). While the branches which give the least rate for responses considered as "not-appropriate" is the branch English of (0%), the branches which represent the most important rates for responses considered as "not appropriate" are respectively the branch of mathematics-science and technology (21%).

When looking at the results about the variable of knowledge of any local language, we see that the most important rate of responses considered as "appropriate" (40%) and the least important rate for responses considered as "not appropriate" (10%) come from the group of teacher candidates who know the Arabic language. It is also determined that the lower rate of responses considered as "appropriate" (33%) and the higher rate for responses considered as "not-appropriate" (17%) come from the teachers who speak only Turkish.

When evaluating results according to the variable of if the candidate lived in a place different from the place where he was born and where he grew up and if the teacher candidate reads or not books about multiculturalism in general, it has been found that the percentages are very close to each other. But, it is also determined that teacher candidates who lived in other regions (13%) and read books about multiculturalism (12%) have the least important rate of responses considered as "not appropriate". The second question to which we would like to find an answer was "How to set up multicultural education?". Findings about the teacher candidates' responses to these questions are given in Table 4.

Table 4. Findings for how to set up multicultural education

Variables	How to set up multicultural education?					
	Appropriate		Acceptable		Not-appropriate	
Gender	f	%	f	%	f	%
Female	37	34	47	43	25	23
Male	10	17	30	50	20	33
Bran □						
Class-preschool	11	17	35	54	19	29
History-Geography	4	19	12	57	5	24
Mathematics-Science and Technology	8	24	12	36	13	40
Turkish	13	47	11	39	4	14
English	11	50	7	32	4	18
Knowing a local language						
Turkish	5	17	12	40	13	43
Kurdish	31	28	55	51	23	21
Zaza	7	35	6	30	7	35
Arabic	4	40	4	40	2	20
Living in other regions						
Yes	27	30	42	46	22	24
No	20	26	35	20	23	35
Reading book about multiculturalism						
Yes	21	26	41	51	19	23
No	26	30	36	40	26	30
TOTAL	47	28	77	45	45	27

Some of responses given by teacher candidates to the question of "How to set up multicultural education?" and which are considered as "appropriate" are as follows:
- It is a process that, while doing courses, we have to take into account not only the values of a culture, but also the values of different cultures.
- Multicultural education is a way of training which allows to everyone in the same class to have an education according to their own culture. All cultures should be respected and an educational program should be made in agreement with this principle.
- For the future of the country, no religion, no language and no race must be considered superior and appropriate; schools must include the education of people from other cultures. We need to educate teachers in accordance with this opinion.

Some of responses given by teacher candidates to the question of "How should we practice Multicultural education?" and which are considered as "acceptable" are as follows:
- First of all, in local places, educational institutions should be organized according to local people's demands. In addition to this, Arabic and Kurdish languages education should be given to who speak already Turkish. You cannot succeed with only one language.
- An education for various languages and religions should be organized. It should be added to the courses' program.
- Individuals who have different cultures should be able to pursue their education with others without racial discrimination within the framework of tolerance, love and respect.

Some of responses given by teacher candidates to the question of "How to set up multicultural education?" and which are considered as "not appropriate" are as follows:
- Informal education should be given in addition to the formal education.
- It should not be made in an unorganized way.
- Exams based on learning by heart, in a simple way and between four walls should not be done. Teachers have to improve their knowledge and they must be humane.

Referring to Table 4, we see that 28% of responses given by teacher candidates to the question of "How to set up multicultural education?" are considered as "appropriate", 45% "acceptable" and 27% "not appropriate".

When comparing according to the variable of gender for responses considered as "appropriate" and "not appropriate", we can notice that percentages for women (34% - 23%) have a better position compared to the percentages of men (17% - 33%). For responses considered as "acceptable", results are similar (43% to 50%).

For results obtained according to the branches, we notice that the branches which gave the most important rate of responses considered as "appropriate" are the branches of the English (50%) and Turkish (47%). And the branches which gave the least important rate of responses considered as "appropriate" are the branches of teachers for nursery school (17%), and history-geography (19%). Branches which gave the least important rate of responses considered as "not appropriate" are the branches of the Turkish (14%) and English

(18%), while the branches of mathematics-science and technology have the most important rate of responses considered as "not appropriate" (40%).

For the data analysis according to the variable of the knowledge of another language, we notice that the Arabic language group give the most important rate of responses considered as "appropriate" (40%) and considered as "appropriate" (20%). Only the teachers who speak Turkish give the least rate of responses considered as "appropriate" (17%) and the most important rate of responses considered as "not appropriate" (43%).

When analysing if they lived in a place different from the place where they were born and grew up and if they read or not books about multiculturalism, it has been found that percentages are almost similar. But it is also determined that teacher candidates who lived in other regions (24%) and who read books (23%) have not an important rate of responses considered as "not acceptable". The third question of the research is stated as follows "Is there a need for multicultural education in Turkey?"
Findings about responses of teacher candidates to this question are given in Table 5.

Table 5. Findings for the need for multicultural education

Variables	Is there a need for multicultural education in Turkey?					
	Yes		Undecided		No	
Gender	f	%	f	%	f	%
Female	94	86	12	11	3	3
Male	48	80	11	18	1	2
Bran ☐						
Class-preschool	62	95	3	5	0	0
History-Geography	18	86	3	14	0	0
Mathematics-Science and Technology	25	76	5	15	3	9
Turkish	22	79	6	21	0	0
English	15	68	6	27	1	5
Knowing a local language						
Turkish	22	73	6	20	2	7
Kurdish	97	88	11	10	2	2
Zaza	15	75	5	25	0	0
Arabic	9	90	1	10	0	0
Living in other regions						
Yes	80	88	10	11	1	1
No	62	79	13	17	3	4
Reading book about multiculturalism						
Yes	71	88	9	11	1	1
No	71	81	14	16	3	3
TOTAL	142	84	23	14	4	2

Some of responses given by teacher candidates to the question of "Is there a need for multicultural education in Turkey? Why? And to which they replied "yes" are as follows:
- There is a need to multicultural education in Turkey. Because, there are many ethnic groups in the territory of Turkey. As there are different cultures so multicultural education must take part into our educational system.
- Absolutely. Because you cannot force someone from a different culture to adopt your own culture. You cannot force people to appropriate your culture; Multicultural education is useful for students from different ethnic origins.
- Yes, it is. Because there are different ethnic nationalities and traditions in Turkey. Problems which are emerging due to differences in the society can be solved through multicultural education.
Some of responses given by teacher candidates to the question of "Is there a need for multicultural education in Turkey? Why?" And to which they replied "undecided" are as follows:
- Yes, partially. I say partly because our country is not a country of constant immigration from different cultures countries such as the United States. It is only a country with a history based on ethnic differences. Optional subjects can be given to those who wish.
- Maybe it can be realized in order to learn more different cultures.
Some of responses given by teacher candidates to the question of "Is there a need for multicultural education in Turkey? Why?" And to which they replied "no" are as follows:
- Since the Ottoman Empire, we have a population with the same culture. There is no need because we share the same pains, the same wars and the same victories.
- There is no need. We are already in a multicultural system.
Referring to Table 5, 84% of the total answers to the question of "Is there a need for multicultural education in Turkey?" is "yes", 14% of them are "undecided" and 2% said "no".

When analysing the findings according to gender; female teacher trainees (86%) have a higher rate for responses with "yes" than the responses of male teachers (80%), as it can be seen in Table 5. It is also observed

that undecided responses for male teacher candidates (18%) are higher than "undecided" responses of female teachers (11%). Responses of "no" have almost similar degrees (3% and 2%).

According to the results for the variable of branches, we remark that branches with the least important rate of responses of "yes" are the branches of English (68%) and mathematics-science and technology (76%). We also notice that branches with the most important rate of responses of "no" are the branches of English (5%) and mathematics-science and technology (9%). The most important rate of responses of "yes" comes from the teacher candidates of nursery school (95%), and history-geography (86%). The most undecided group is the branch of English (27%).

When analysing results according to the variable of knowledge of any local language, Arabic group give the most important rate of responses of "yes" (90%) while the least important rate of "yes" comes from the group who speak only Turkish (73%). It is also noticed that the majority of "no" responses come from the group who only speak Turkish (7%).

When studying if the candidate lived in a place different from the place where he was born and where he grew up and if he reads books about multiculturalism in general, similar results have been found. Nevertheless, it is determined that people who lived in another area and who read books gave the most important rate of responses of "yes" (88% to 88%) and also the least important rate of responses of "no" (1% - 1%).

When analysing if they lived in a place different from the place where they were born and grew up and if they read or not books about multiculturalism, it has been found that percentages are almost similar. But it is also determined that teacher candidates who lived in other regions and who read books (%88-%88) have an important rate of responses of "yes" and only 1% of "no" responses.

V. Discussion, Conclusions And Recommendations

The coexistence of many cultures is especially important in education which is a process of cultural transfer. In recent years, the number of studies about multicultural education which aims to ensure an education for people from different cultures has increased. Teachers who are the main practitioners of multicultural education receive an important part of their professional knowledge during teachers training programs. As a result of the increase of social expectations about especially multicultural education, it is known that in some countries, teacher training programs are reorganized by including topics about multicultural education (Ensign, 2009; Fox & Greenberg, 2006; Te´Llez, 2008). During teachers training process, it is very important to have an education which allows them to be aware of their individual and cultural differences (Tortop, 2014). Research shows that if they are trained for multicultural education before starting their profession, it allows them to develop a positive take (Boyle-Baise, 1998; Cho & DeCastro-Ambrosetti, 2005; Wiggins, Follo & Eberly, 2007). Multicultural education has many dimensions because of differences such as social culture, religion, social group, region and gender (Yazıcı, Başol & Toprak, 2009). Therefore, in this study, the level of knowledge and understanding of teachers were studied by taking into account several variables.

When evaluating the responses of open-ended questions of "What is multicultural education?" and "How to set up multicultural education?", a significant portion of the teachers give definitions based on the race and the language, without underlining other cultural features (see Table 3 and Table 4) .

We think that, especially in Turkey, this situation is a result of frequent discussions based on ethnic origin while the other aspects of multiculturalism are placed in a less important degree. When we look at answers given by teacher candidates, we notice that they have not so much theoretical knowledge about multicultural education. These results have similarities with the results of other studies done in the literature (Karaçam & Koca, 2012; Kaya, 2014; Ünlü & Örten, 2013). This is a consequence of the lack of educational courses about multicultural education in teacher training programs. Yilmaz (2012) precised that teacher candidates' training program are not appropriate for the multicultural education and that students have any exercise to understand this educational system. These results resemble findings from earlier studies of Demir and Başarır (2013), Cho and DeCastro-Ambrosetti (2006) and Barksdale and his friends (2002). This result has similarities with the study done with teacher candidates. Based on the results of this study, it is stated that teachers need to be guided in order to have a point of view about multicultural education. When looking at the study "Human Rights and Democracy" of Kiral and Kiral (2009) relevant to the multicultural education in primary schools, it was concluded that teachers have not enough knowledge for teaching and for consolidating lessons. In contrast, an important majority of teacher candidates (84%) answered affirmatively to the question of "Is there a need for multicultural education in Turkey?". Even though, theoretically, the definitions and implementations are not really known, a majority think that the multicultural education is what is needed. It is concluded that this result is consistent with the results of other studies related to the multicultural education (Başarır, 2012; Kaya & Söylemez, 2014; Özdemir & Dil, 2013; Ponteretto, Baluch, Greig & Rivera, 1998; Renko & Yoder, 1994; Sevinç, Titrek & Önder, 2009; Ünlü & Örten, 2013).

When the results are analysed according to the gender of the teacher candidates; it seems that women use better expressions about multicultural education compared to men (Table 3 and Table 4). In other terms, comments of female teachers about multicultural education can be said to be more close to the expressions used in literature on this subject. This result consolidates studies which show that women have more important knowledge and attitudes about multiculturalism (Coşkun, 2012; Çekin, 2013; Çoban, Karaman & Doğan, 2010; Demircioğlu & Özdemir, 2014; Özdemir & Dil, 2013; Tortop, 2014; Yılmaz & Göçen, 2013). We think that this situation is a result of awareness and reactions of women in male-dominated countries like Turkey.

When the teacher candidates' views about multiculturalism are examined according to the variable of their branch; those who are closest to the descriptions in the literature for first and second questions are the teacher candidates of the branch of English. This result can be expected because English teachers have more opportunities for learning different cultures. At the same time, the group of English teachers are the most undecided group to the question about the need of multicultural education. These results coincide with the results of Pettus and Allain (1999) and Kaya (2014) that show even if English teachers have more information about the multiculturalism they remain the group with the most important number of reservations/reticence about multicultural education. After the branch of English, teachers of Turkish were found to be more positive group to the multiculturalism. As the language is the most important element for multicultural education, it was expected that the more appropriate responses are given by the branches of linguistic. It was also expected that the branch of history-geography had a good level of awareness of the multiculturalism as it makes a part of social branches. The group which gave the majority of responses considered as "appropriate" and "not appropriate" has been found to be the group's math-science and technology. Math-science and technology group is also the group who gave the majority of responses of "no" to the question about the need for multicultural education. Almost all of the other branches think there is a real need in Turkey for multicultural education. About this topic, the group who gave the most important number of responses of "yes" is the preschool class-groups (Table 5). We know that in Turkey that a group of students start school knowing only their mother tongue, without knowing Turkish. As it is the teachers of nursery school and primary school who meet most this kind of students, it is normal that they think there is a need for multicultural education. For the studies realised par Polat (2009) about multicultural education according to the branches of teachers we notice significant differences between the branches, while there was no significant difference concerning studies of Tortop's (2014). In this study, some significant differences are observed between especially some of branches (mathematics-science and technology, English).

When examining the teacher candidates' views on multiculturalism according to the variable of languages spoken; it is observed that the results are similar with the results of studies in the literature (Kaya & Söylemez, 2014; Marangoz, Aydın & Adıgüzel, 2015). It is noticed that teacher candidates who speak only Turkish have more reservations about the need of multicultural education compared to those who also speak Kurdish, Zaza and Arabic. This result comes from the anxiety of if another culture different than the common culture enters into the education program; it will cause division, separation and different kind of excesses inside of the country. (Aldridge, Calhoun & Aman, 2000; Banks, 2014; Hill-Jackson, 2007; Lee, 1997; Marangoz, Aydın & Adıgüzel, 2015; Parekh, 2002).

When analyzing results according to the variable of if they lived in a place different from the place where they were born and grew up; teacher candidates who lived in other regions have more information on multicultural education and they think that multicultural education is a necessity. The results obtained in this study are consistent with the results of several studies in the literature (Demircioğlu & Özdemir, 2014; Üstün, 2011; Yılmaz & Göçen, 2013). There are also studies which prove that participants who live abroad are more favourable to the multicultural education. (Ersoy & Günel, 2011; Magos, 2007; Şahin, 2008). Studies indicates that participants who lived in a place where there is the domination of only one culture compared to those who lived in places with several cultures have more negative attitudes towards multiculturalism. As a result of interaction between cultures, we see that people are more aware about multicultural topics and they are more tolerant (Ersoy, 2013; Magos, 2007). The results of teacher candidates who read books about multiculturalism have similar results with those who lived in different regions.

Based on the results of this study, the following recommendations can be made:

- Multicultural education courses can be included in teachers' training programs by taking into accounts topics such as cultures and the democracy.
- In teachers training programs, activities about multicultural education should be included.
- The reasons of why there is a more important lack of knowledge for men compared to women about multicultural education can be investigated and measures and precautions can be taken.
- The reasons of why teachers of English and of other courses which aim to learn about different cultures remain undecided about multicultural education can be investigated.
- More information related to multicultural education can be given to the teachers of scientific branches such as mathematics, science and technology.

- By using the grounded theory, we can know why the professors speaking only Turkish are more reluctant and more controlled about multicultural education compared to those who know other languages than Turkish.
- In order to eliminate reticence about multicultural education, activities such as reading books, making trips and so on can be proposed.
- As teacher candidates who lived in different regions are more favourable to the multicultural education, in order to incite the others, exchange programs such as Farabi and Erasmus should be encouraged.

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