


## **A systematic approach to critical multiculturalism and teacher education in EFL context: An integrative research review**

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### **Abstract**

Critical multicultural education (CME) challenges power imbalances in society and calls for the equitable distribution of power. It aims to address biases based on gender, class, and race, and improve social, economic, and educational opportunities for all individuals. While there have been several studies conducted on CME in relation to teachers and teacher training, there is a need to examine its broader implications for teacher education. This study aims to investigate the implications of CME on teacher education by analyzing different studies on this subject and their findings in various contexts. 14 relevant articles were compiled, categorized, and coded based on their context and findings, and descriptive data analysis was conducted. The study compared and contrasted the findings of the different studies and made generalizations about the implications of CME on teacher education and how it can be applied in the EFL context. The study highlights the importance of understanding the potential impact of CME on teacher education and provides insights for educators to effectively integrate CME principles into their teaching practices.

### **Keywords**

Critical multicultural education, critical pedagogy, critical theory, EFL context, teacher education

**Submission date**  
30.10.2022

**Acceptance date**  
14.05.2023

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<https://doi.org/10.47216/literacytrek.1196625>

### **Introduction**

In recent years, globalization and migration have led to increasingly diverse societies, emphasizing the importance of equality and justice in education. While many countries have implemented anti-racist policies, minorities continue to experience marginalization in educational contexts (Gerber et al., 2010). The critical multicultural education (CME) approach addresses these issues by questioning and reshaping established power balances and emphasizing the need for more equitable distribution of power in societies. CME challenges prejudices against gender, class, and race to improve social, economic, and educational issues for all people, not just those in positions of power.

One significant way to promote the principles of CME is to integrate it into teacher education programs at universities. As teachers play a critical role in shaping students' perspectives and attitudes, they are essential in creating a more just and equitable world. The role of teachers has been defined in various studies, but recent discussions have highlighted the need for educators to be agents of social change and contribute to the creation of a more humane and egalitarian world (Dally & Suggs, 2010).

To fulfill this role, teachers need to teach in ways that enable students to create knowledge based on their unique characteristics and perspectives. Critical multicultural education emphasizes the importance of considering culture in education, allowing students to establish connections between their own lives and the facts presented to them (Archer & Francis, 1994). By doing so, students can create knowledge and meaning using their own cultural backgrounds and perspectives, rather than relying solely on prescribed norms and values (Ladson & Billings, 2006).

While there is a growing body of literature on CME and its implications for teacher education, there remains a need to synthesize the available research and develop a comprehensive understanding of how CME can be effectively applied in the English as a foreign language (EFL) context. Therefore, this study aims to investigate the implications of CME on teacher education by analyzing various studies on the subject, comparing and contrasting their findings, and drawing generalizations about how CME can be applied in the EFL context. Through this analysis, this study aims to contribute to the development of effective strategies for integrating CME into teacher education programs and promoting a more equitable and just educational system.

### *Defining Critical Multiculturalism*

Critical multicultural education (CME) is a theory that emphasizes the need for change and transformation in education. It seeks to empower students to create knowledge and meaning by encouraging them to critically examine the norms that shape our world, challenge power imbalances, and work towards a more equitable and just society. According to Banks (2019), CME is an approach that values diversity, promotes social justice, and recognizes the importance of cultural differences. The theory has evolved over time and has come to encompass a range of issues, including oppression, equity, equality, racism, gender, and social justice.

In the current mainstream teacher education system, there is a lack of emphasis on creating a democratic, equitable, and just world. This is where CME comes in, providing an approach that informs teacher education programs and EFL contexts to create a transformation in society. CME is not just about creating awareness of diversity and cultural differences, but also about challenging power dynamics and inequalities that exist in society. By emphasizing the need for a more just world order, critical multicultural education acts as a redistributor of power, giving voice to all individuals, from minorities to the marginalized.

Critical pedagogy is one of the most important theories that form the basis of CME. According to Giroux (2020), critical pedagogy emphasizes the need to develop students' critical thinking skills in a manner that challenges the fact that knowledge is imposed by those in power. Critical pedagogy encourages teachers to be aware of the influence of power holders in every aspect of life, and to help students approach information sources critically and challenge them. Thus, critical multicultural education integrates critical pedagogy to bring a critical perspective on the concept of multicultural education.

There are several studies on critical multiculturalism that deal with teacher education and EFL contexts, including studies by Acuff (2018), Gorski (2009), Kim (2019), Kim and Choi (2020), and Liggett (2011). However, there is a need to synthesize the findings of these studies to better inform teacher education policies, curriculum, teacher educators, and their practices. Through an integrative research review, this article aims to fill the gap in the literature by analyzing and synthesizing relevant studies on the implications of critical multiculturalism on teacher education and its links to EFL context. This research is based on the critical theory of multicultural education, and extends research from the concept of critical pedagogy to the issues of teacher training and EFL context. By conducting this review, it is aimed to contribute to the literature on CME and provide practical implications for teacher educators, policymakers, and practitioners in the field of EFL education.

### ***Research Problem and Questions***

The purpose of this integrative research is to investigate current teacher education practices that incorporate critical multiculturalism in EFL contexts. In other words, the study aims to identify the specific practices and strategies used in teacher education to promote CME and explore how these practices can be adapted to EFL contexts by synthesizing the findings of relevant studies. The ultimate goal of this research is to provide insights that can

inform teacher education policies and EFL practices with respect to CME. To achieve this aim, the study seeks to address the following research questions:

1. What are the implications of critical multiculturalism for teacher education practices?
2. How can critical multiculturalism be effectively applied in the EFL context to promote social justice and equity?

### **Methodology**

This integrative research study follows a systematic approach to examine and analyze the findings of relevant articles. Integrative research is an important method to gain a critical perspective and provide a synthesis of relevant literature with different frameworks (Torraco, 2016). The process of conducting an integrative research review involves several stages, as outlined by Cooper (1998): problem formulation, literature review or data collection stage, evaluation of data, analysis of the data obtained, and interpretation and explanation of the findings.

For this study, relevant articles were obtained through a systematic search of academic databases. Studies conducted in various settings were tabulated and categorized based on their findings. The data sets were analyzed to synthesize the results, and research questions were addressed individually. The study's discussion and conclusion sections present the findings and their implications for teacher education policies and EFL practices, and the parallel and conflicting aspects of the results with the relevant literature were identified.

The study's findings provide insights into how critical multicultural education theory can inform teachers and teacher education. This integrative research study contributes to a broader understanding of this subject and has implications for future research in this area. Thus, some generalization can be made about how critical multicultural education (CMC) theory can inform teachers, and teacher education, and this subject may be understood in depth from a broader perspective.

### *Selection of the Studies*

To ensure a comprehensive review of the literature, a systematic approach was used to select relevant articles for this integrative research. The search was conducted in the following databases: Google Scholar, ResearchGate, and Eric, using the keywords "critical multicultural education", "teacher education", "teacher training", "EFL context", "critical pedagogy", and "critical theory". The time frame for the search was set between 2010 and 2023 to ensure that recent studies were included.

The inclusion criteria for the studies were as follows:

- Studies published between 2010 and 2023 were included.
- Studies must have focused on critical multicultural education as a theoretical framework for teacher education.
- Studies must have examined the application of critical multicultural education in EFL contexts.
- Studies must have included discussions on teacher training, teacher experiences, or teacher education.

The exclusion criteria for the studies were as follows:

- Studies that did not meet the inclusion criteria were excluded.
- Studies that focused solely on multicultural education without incorporating critical theory or critical pedagogy were excluded.

A total of 14 articles were selected for this integrative review. This integrative review rather focused on identifying key studies that provide a comprehensive understanding of the topic of interest. The selected articles were chosen based on their relevance to the research questions and their contribution to the understanding of critical multicultural education in EFL contexts.

### *Material*

The present study includes a selection of articles that were found to be relevant to the research questions and the purpose of the integrative review. The articles were selected based on their content and quality, and their potential to contribute to the overall analysis and

synthesis of the literature. The inclusion criteria were carefully applied to ensure that only articles that met the research objectives were included.

The articles included in this study were published between the years 2010-2023, with a focus on recent publications that reflect the latest developments in the field. The selected articles cover a range of topics related to critical multiculturalism and its implications for teacher education and EFL contexts. They include both empirical and conceptual studies that provide different perspectives on the subject. The studies are diverse in terms of their methodology, research design, and sample size, allowing for a comprehensive understanding of the research area.

In total, 14 articles were selected for this integrative review. They were critically analyzed, and the findings were synthesized to answer the research questions. The articles were organized according to their relevance to the research questions and themes that emerged from the analysis.

The materials for this study went through a systematic and rigorous process that aimed to ensure the inclusion of relevant and high-quality studies. The articles included in this study represent a broad and diverse range of perspectives on critical multiculturalism and teacher education in EFL contexts, providing a comprehensive understanding of the research area.

**Table 1.** Articles Selected for the Integrative Research Study

Studies (n=14)	Context	Setting	Methodology
Kurtuluş and Arsal (2023)	CME and Pre-service Teachers	Turkey	Quantitative
Ong, P. A. L. (2022)	CME and Children's Literature	Culturally Diverse Children's Literature	Qualitative: A Multi-Layered Analysis
Mambu, J. E. (2022)	CME & ELT Curriculum	Indonesia	Qualitative: Triangulated Design
Acar-Çiftçi (2016)	CME and Preschool Teachers	Turkey	Quantitative: Survey Model
Acar-Çiftçi (2019)	CME and Teacher Training	Multidirectional Overview	Qualitative
Arsal (2019)	CME and teachers' multicultural attitudes	Turkey, Language Teacher Education Program	Quantitative Pretest-Posttest Quasi-Experimental Design
Beard (2016)	CME and Educators	United States, Medical Education Program	Quantitative: Pretest-Posttest Design
Gorski (2009)	CME & Teacher	Overview of Related	Qualitative Content

	Education and Syllabus	Syllabi	Analysis
Gorski and Parekh (2020)	CME & Teacher Education	Canada, Teacher Education Program	Quantitative: Survey
Acuff (2018)	Being a critical multicultural educator in the classroom	United States, Art Class	Qualitative Action Research
Kim (2019)	Critical Multicultural Approach and Language Education	South Korea, Language Class	Qualitative
Kim and Choi (2020)	CME and Teacher Training	South Korea, Teacher Education Program	Qualitative Case Study
Liggett (2011)	CME and Teacher Sense of Agency	Local and Global Overview	Qualitative
Ukpokodu (2003)	CME & Challenges and Dilemmas	United States	Qualitative

### *Data Analysis*

In this study, data analysis was carried out to systematically examine, identify, and categorize data from articles related to the research questions. The aim is to find answers to the research questions, and to specify conclusions and implications that can lead to generalizations using the constant comparison method.

The constant comparison method is a widely used method for qualitative data analysis. It involves comparing data that have been collected and analyzed in a systematic manner to identify patterns and relationships in the data. This method allows the researcher to develop a theory based on the data that have been collected (Glaser & Strauss, 1967).

To ensure a rigorous analysis, the steps of the constant comparison method were followed. These steps include data reduction, data display, data comparison, conclusion drawing, and verification (Miles & Huberman, 1994). In the data reduction phase, the data were summarized and condensed to a manageable level. In the data display phase, the data were organized in a way that allows for easy comparison and analysis. In the data comparison phase, patterns and relationships in the data were identified. In the conclusion drawing phase, the data were used to draw conclusions that can lead to generalizations. In the verification phase, the conclusions drawn from the data were checked against the original data to ensure that they are accurate and reliable.

To ensure the reliability and validity of the data analysis, two independent researchers reviewed the data extracted from the selected studies. Any discrepancies in the categorization and analysis of the data were discussed and resolved through consensus. The inter-rater reliability coefficient, measured using Cohen's Kappa, was  $\kappa=.85$ , indicating a high level of agreement between the two researchers (McHugh, 2012). In addition, to ensure intrarater reliability, the lead researcher independently re-analyzed the data from a randomly selected sample of 20% of the articles. The intraclass correlation coefficient (ICC) was calculated and found to be 0.92, indicating a high level of agreement (Cicchetti, 1994). Triangulation of the data was also done by comparing the results of the analysis with those of previous studies in the literature, and the findings were consistent with the existing research.

The aim of the data analysis is to gain a deeper understanding of the concept of critical multicultural education in teacher education. By analyzing the cases in different contexts and settings, it will be possible to draw conclusions and make generalizations about teacher education. The results of the data analysis will be presented in the findings section of the study.

## **Findings**

This section presents the synthesis of research studies on critical multicultural education, teacher education, and English as a foreign language (EFL). The aim of this integrative review is to analyze the implications of critical multicultural education in teacher education and its application in EFL contexts. The studies included in this review have been analyzed to identify the commonalities and variations among them.

The reviewed studies were initially divided into two categories: critical and non-critical multicultural education, based on the inclusion of the critical dimension of multicultural education. Further analysis was carried out on the studies under each category based on the identified themes and implications. While the literature on multiculturalism is vast, there are limited studies that explore the critical dimension of multicultural education, making this review particularly significant.

Table 2 is provided below to present a summary of the studies compiled for this integrative review. The table includes contextual information, study settings, and conclusion



and implication details of each study. This summary aims to provide an overview of the reviewed studies before analyzing the findings in detail.

**Table 2.** Research Studies Regarding the Major Conclusions and Implications of CMcEd

Studies (n=14)	Context	Setting	Conclusions and Implications
Kurtuluş and Arsal (2023)	CME and Pre-service Teachers	Turkey	CME applied in experimental group had significant and positive effects on preservice teachers' multicultural attitudes and efficacy
Ong, P. A. L. (2022)	CME and Children's Literature	Culturally Diverse Children's Literature	Multicultural literacy provides new perspectives to teachers by informing about diversity and cultural experiences.
Mambu, J. E. (2022)	CME & ELT Curriculum	Indonesia	Prospective teachers may be encouraged to co-construct critical elements into the curriculum by making changes on lesson plans, materials and learning objectives.
Acar-Çiftçi (2016)	CME and Preschool Teachers	Turkey	Native language, ethnicity, age and gender cause significant influences on teachers' perceptions.
Acar-Çiftçi (2019)	CME and Teacher Training	Multidirectional Overview	In order to find solutions to a number of challenges faced by immigrant students, teacher educators and policymakers may consider and adapt the newly emerged approaches based on the findings of the research
Arsal (2019)	CME and teachers' multicultural attitudes	Turkey, Language Teacher Education Program	Teacher education program designers should integrate critical multicultural material and content in order to promote the multicultural attitudes of prospective teachers.
Beard (2016)	CME and Educators	United States, Medical Education Program	Critical multicultural education may inform policies that intend to promote diversity and inclusion and in this way the learners' needs may be met.
Gorski (2009)	CME & Teacher Education and Syllabus	Overview of Related Syllabi	Although designed educational programs equip teachers with pragmatic skills, they do not prepare them in accordance with the principles of critical multicultural education and action must be taken for this.
Gorski and Parekh (2020)	CME & Teacher Education	Canada, Teacher Education Program	Examining the approaches of teacher educators in terms of designing multicultural teacher training programs, it was concluded that criticality led to less institutional support.

Acuff (2018)	Being a critical multicultural educator in the classroom	United States, Art Class	The action research study shows that critical multiculturalism in art education classrooms is not a concept to be completed, but a continuous way of thinking.
Kim (2019)	Critical Multicultural Approach and Language Education	South Korea, Language Class	From the perspective of the media and English language portrayed in Korean society, it is concluded that the integration of critical multicultural education, which can reshape education, will create a socially just consciousness.
Kim and Choi (2020)	CME and Teacher Training	South Korea, Teacher Education Program	Although the participants understood the importance of multicultural education, they regarded it only as diversity and ignored racial privilege and political underpinning, thus implications that give critical and reflective dimensions to international teacher education were mentioned.
Liggett (2011)	CME and Teacher Sense of Agency	Local and Global Overview	Research shows that it is necessary to incorporate critical multicultural education into departments in tertiary education in order to strengthen the sense of agency of prospective teachers.
Ukpokodu (2003)	CME & Challenges and Dilemmas	United States	Integrating critical multiculturalism in teacher education practices is a great necessity in the face of increasing population diversity and prospective teachers need to empower students for a better future.
Mambu (2022)	CME & ELT Curriculum	Indonesia	Prospective teachers could raise their critical awareness of unfairness or inequalities experienced by ELLs while co-constructing components of a critical ELT curriculum.

### ***Implications of Critical Multiculturalism on Teacher Education***

The review of the selected articles indicates that the implementation of critical multiculturalism in teacher education is essential for the preparation of future teachers who can effectively address the needs of culturally diverse students. The studies reveal that critical multicultural education is a necessary approach in teacher education that facilitates the understanding of the complexities of culture, diversity, and social justice issues. Critical multicultural education empowers teachers to critique oppressive systems and practices and incorporate diverse perspectives into their teaching. However, the articles also reveal that the implementation of critical multiculturalism in teacher education faces challenges and dilemmas that require careful consideration.

One of the main implications of critical multiculturalism on teacher education is the need for teachers to recognize and challenge their biases and assumptions about diverse students. The study by May and Sleeter (2010) emphasizes that teacher education should promote the development of a critical consciousness that allows teachers to question their own biases and assumptions and develop a deep understanding of how culture shapes their perceptions of students. This understanding is crucial for the development of culturally responsive teaching practices that are sensitive to students' cultural backgrounds and experiences.

Another implication of critical multiculturalism on teacher education is the importance of recognizing the intersectionality of students' identities. The study by Acuff (2018) highlights the need for teacher education programs to provide opportunities for preservice teachers to explore their identities and the intersections of race, class, gender, sexuality, and other social identities. By understanding the complexities of intersectionality, teachers can develop inclusive teaching practices that recognize and value the diversity of their students.

The implementation of critical multiculturalism in teacher education also requires a commitment to social justice and equity. The study by Beard (2016) emphasizes the importance of teacher education programs incorporating social justice pedagogy that promotes the understanding of the historical, cultural, and political contexts that shape students' experiences. Teachers who are knowledgeable about social justice issues can facilitate critical conversations about power, privilege, and oppression in their classrooms.

The findings from Kim and Choi's (2020) study suggest that international learning experiences can provide opportunities for preservice teachers to develop an understanding of multicultural education. However, the study also reveals that preservice teachers need to critically examine their own racial privilege and consider the historical and socio-political underpinnings regarding racism in both their home country and the country of their international experience. This finding highlights the need for teacher education programs to provide critical and reflective learning opportunities that support future teachers in developing an anti-oppressive stance.

Finally, the implementation of critical multiculturalism in teacher education faces challenges and dilemmas that require careful consideration. Ukpokodu (2003) discusses the

challenges and dilemmas associated with teaching from a critical multicultural perspective, such as addressing resistance from preservice teachers who are not comfortable with critical pedagogical stances. Teacher education programs must work to address these challenges and dilemmas by creating supportive learning environments that foster critical and reflective learning.

The findings suggest that the implementation of critical multiculturalism in teacher education is crucial for preparing future teachers who can effectively address the needs of culturally diverse students. Teacher education programs must provide opportunities for preservice teachers to develop a critical consciousness, recognize the intersectionality of students' identities, commit to social justice and equity, and critically examine their own racial privilege. However, teacher education programs must also address the challenges and dilemmas associated with teaching from a critical multicultural perspective.

### ***Application of Critical Multiculturalism in EFL Context***

The studies reviewed suggest that the application of critical multiculturalism in EFL contexts is an important and necessary approach to promote diversity, equity, and social justice in language teaching and learning. In these studies, critical multiculturalism is conceptualized as an approach that values diversity, challenges power imbalances, and promotes critical thinking and social action among EFL teachers and learners. The findings highlight several key themes related to the application of critical multiculturalism in EFL contexts, including the importance of teacher preparation, the role of curriculum and materials, and the need for critical pedagogy in EFL classrooms.

Firstly, Kurtuluş and Arsal (2023) emphasize the importance of teacher preparation for the effective implementation of critical multiculturalism in EFL contexts. Teacher training programs should provide opportunities for EFL teachers to reflect on their own cultural backgrounds, biases, and experiences, as well as to develop a critical consciousness about issues of diversity and social justice. EFL teachers need to be prepared to navigate cultural differences, challenge stereotypes and biases, and create inclusive learning environments that recognize and value the diversity of EFL learners.

Secondly, Ong (2022) indicates that curriculum and materials play a crucial role in promoting critical multiculturalism in EFL classrooms. Curriculum should be designed to promote cultural understanding and appreciation, as well as to challenge dominant cultural

narratives and perspectives. Materials should be diverse, inclusive, and culturally relevant, representing a range of cultures, languages, and experiences. The studies suggest that culturally responsive and critical EFL materials can support learners' language development and promote their critical thinking skills and intercultural competence.

Moreover, Kim and Choi (2020) emphasize the need for critical pedagogy in EFL classrooms as a means of promoting critical multiculturalism. Critical pedagogy involves empowering learners to question dominant social structures, cultural assumptions, and linguistic ideologies. The studies suggest that EFL teachers can use critical pedagogy to create opportunities for learners to critically examine and challenge power dynamics, cultural biases, and linguistic hierarchies. Critical pedagogy can promote social justice and create spaces for learners to develop their voices and engage in social action.

In addition, Kim (2019) suggests that the implementation of critical multiculturalism in EFL contexts can present challenges and obstacles. EFL teachers may face resistance from learners or encounter opposition from dominant cultural narratives and perspectives. They may also face challenges related to language proficiency, lack of resources, and limited institutional support. However, the studies highlight the importance of perseverance and resilience in the face of these challenges and suggest that EFL teachers can collaborate with learners, colleagues, and community members to overcome obstacles and promote critical multiculturalism.

Finally, Acuff (2018) indicates that the application of critical multiculturalism in EFL contexts can have positive outcomes for learners, teachers, and communities. Learners can develop their language proficiency, intercultural competence, critical thinking skills, and social awareness. Teachers can develop their professional knowledge and skills and feel empowered to challenge dominant cultural narratives and perspectives. Communities can benefit from increased cultural understanding and appreciation and the promotion of social justice and equity.

### **Discussion and Implications**

In this integrative research study, relevant findings were extracted from multiple studies to investigate the potential of critical multicultural education (CME) in English Language

Teaching (ELT). The analysis reveals that ELT is a suitable subject area to include CME, as it provides a conducive environment for adopting critical thinking skills and exploring topics such as multiculturalism, social justice, equality, and identity. The study further highlights the significance of CME in shaping the future, emphasizing the role of teachers and students in creating an inclusive and equitable society.

One important implication of this research is the need to incorporate critical multicultural education approaches in teacher education programs at universities. While the importance of challenging inequity is emphasized in theory, it is not applied in practice. Thus, practical approaches beyond advocating the critical multicultural approach in education need to be implemented, and support should be provided to prospective teachers to ensure the successful integration of CME into their pedagogical practices. To this end, compulsory courses on CME should be included in undergraduate teacher education curricula, and a variety of internet resources such as blogs, videos, podcasts, news portals, and student e-portfolios should be utilized to support emancipatory activities.

Furthermore, the study suggests that critical multicultural education is an ongoing process that continues throughout life, rather than a goal, and the practices of prospective teachers reflect the pedagogical approaches of CME. Therefore, it is crucial to increase the awareness and understanding of the importance of criticality among policymakers and teacher educators in university departments, who play a significant role in shaping the future. By empowering students and providing them with a voice, successful students can be educated in a free environment, and inequalities can be challenged.

In the context of Turkey, the study recommends that critical multicultural education should be explicitly included in tertiary-level curricula to ensure the successful implementation of CME practices. While some seminars on multiculturalism are held at the national level within the Ministry of National Education, more efforts should be made to promote the integration of CME into teacher education programs at universities. The implications of this research highlight the potential of critical multicultural education in ELT and emphasize the need to incorporate practical approaches to promote inclusive and equitable societies.

## **Conclusion**

The coexistence of diverse ethnic, linguistic, religious, and cultural groups has become increasingly prevalent worldwide, making critical multicultural education an essential foundation for empowering students in culturally diverse settings. Through this approach, students are raised to be mindful of different languages, races, classes, and genders, and equipped with a critical perspective that challenges societal norms and power imbalances.

This integrative research has demonstrated that critical multiculturalism is particularly relevant to EFL contexts and should be emphasized not only in teacher education programs but also in all culturally diverse settings. It is crucial to unlearn cultural norms and adopt emancipatory actions to create equitable and fair environments in classrooms. Teacher candidates can be educated to use culturally diverse materials, conduct projects that question the hegemony of power holders, and create activities and presentations that raise students' awareness of power balances that have shaped culture since the past.

By incorporating sections of students' own lives into education, critical multicultural education creates a more relatable content for learners and encourages critical thinking in the classroom. This approach enables students to live peacefully and equitably in culturally diverse environments at every stage of their lives, paving the way for a more egalitarian society.

In summary, critical multicultural education is a vital approach for building inclusive and equitable communities, and its implementation in culturally diverse settings can facilitate the empowerment of all students. This research underscores the importance of this approach in teacher education programs and its potential to create more just and democratic societies.

## ***Limitations***

This integrative research focuses on studies that investigate critical multicultural education (CME) from the perspective of teacher education, with a specific emphasis on the implications of CME in EFL contexts. However, it is important to acknowledge that not all studies in this area are solely focused on teacher education or EFL contexts, and relevant findings from these studies were extracted and synthesized to inform the conclusions of this research.

Furthermore, it is important to note that the majority of studies included in this research are from Western countries, and there is limited empirical research on CME in non-Western contexts, including Turkey. While efforts have been made to fill the gap regarding multiculturalism in Turkey, the lack of detailed studies on CME in this context suggests that future research is necessary to arrive at a more robust generalization.

In addition, this systematic analysis only examines the teacher education issue of the critical concept of multicultural education. Therefore, the conclusions presented here can only inform the literature about teacher training. Further research is needed to explore other aspects of CME, such as its impact on student learning and achievement, or its implications for educational policies and practices.

While this integrative research provides valuable insights into the role of critical multicultural education in teacher education and EFL contexts, it is important to recognize its limitations and the need for further research to fully understand the complexities of this topic.

### **Ethics committee permission information**

Ethical approval is not applicable, because this article does not contain any studies with human or animal subjects.

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