NOVITAS ROYAL
RESEARCH ON YOUTH AND LANGUAGE

REFLECTIONS OF YOUNG LANGUAGE LEARNERS ON DIVERSITY DIMENSIONS IN EFL CLASSROOMS

İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ SINIFLARDA ÇOCUKLARIN TOPLUMSAL ÇEŞİTLİLİKLERE İLİŞKİN DÜŞÜNCELERİ

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Abstract: Despite the proclaimed mono-cultural and mono-linguistic profile, in reality, diversity lies at the core of classrooms. This paper outlines the literature on diversity in young learners' classrooms followed by student and teacher reflections on diversity issues in the EFL context. Sixty-two primary school students studying at the 4th and 5th grade in three different cities of Turkey participated in the study. The students completed diversity tasks in their English language classrooms, and language teachers were interviewed about their observations of young learners' perceptions. The findings reveal that boys and girls perceive gender stereotypes with varying differences. It is suggested that the foreign language curriculum and instruction integrate multicultural issues at a deeper level, not only delivering the cultural content, but also reflecting and comparing the cultural practices.

Keywords: Young learners, stereotypes, prejudice, foreign language teaching

Öz: Öne sürülen tek kültürlü ve tek dilli profilin aksine, gerçekte sınıflar oldukça çeşitlilik göstermektedir. Bu çalışma İngilizce'nin yabancı dil olarak öğretildiği sınıflarda çocukların çeşitlilik konusuna nasıl yaklaştığını alan yazını taraması, öğrenci ve öğretmen görüşleri ile ele almaktadır. Türkiye'nin üç ayrı ilinde altmış iki 4. ve 5. Sınıf öğrencisi çalışmaya katılmıştır. Öğrenciler İngilizce derslerinde çeşitlilik faaliyetlerini tamamlamışlar, ardından İngilizce öğretmenleri ile yüz yüze görüşmeler yapılmıştır. Bulgulara göre, erkek ve kız öğrenciler cinsiyet klişelerini farklı derecelerde ifade etmişlerdir. Yabancı dil öğretimi müfredatının çokkültürlülük konularını sadece kültürel içerik sunmaktan öte daha derinlemesine ve kültürel uygulamaları karşılaştırarak ele alması önerilmektedir.

Anahtar sözcükler: Çocuklar, stereotiplemeler, önyargı, yabancı dil öğretimi

1. Introduction[2]

The place of culture in English language teaching and a learning setting, and how it needs to be adapted and presented play a significant role with regard to the culturally-specific course elements. Hence, incorporation of target language culture to EFL settings, especially in the early years, might result in citizens who are culturally sensitive to both their native and target culture. The diverse nature of classrooms raises the issues of educating in multiculturalism, building tolerance, and enhancing intercultural competence. To achieve these goals, diversity dimensions of stereotypes and prejudices need to be identified and addressed in the very early stages of education. Accordingly, this study targets young language learners enrolled in elementary education programs. The term *young learners* covers children age 5 to 14 (Pinter, 2006, p. 1), and the participants of this study will be referred to as such hereafter. This descriptive study addresses young learners' views on diversity dimensions of stereotyping and prejudice in terms of their age, gender, and English language teachers' observations.

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2. Literature review

Grounded on Bucher's (2010) reference to diversity, embracing "all the ways people are different" (p.1), this paper assumes that each classroom has diverse learners in the same grade who have different backgrounds and perspectives. Such a complex issue covers various dimensions that are to be approached cautiously, some of which are race, prejudice, bias, discrimination, gender, and homophobia. Questioning whether and how we can unlearn stereotyping and prejudice, Ekşi (2009) positions prejudice and stereotyping issues to be dealt with in the educational settings. Framed by the Contact Hypothesis (Allport, 1954) that posits interaction and communication among people, institutions and nations would yield positive relations, the study highlights inter/multicultural awareness and experience as ways to overcome prejudices and stereotypes. It is believed that identifying how young learners see the world around them is the initial step in creating proper forms of multicultural exposure and experience.

It is thus suggested that awareness raising diversity-oriented activities be integrated into the curriculum in all grades and subject areas. Foreign language courses, specifically, are ideal grounds to raise cultural awareness, to promote intercultural communicative competence and to reflect on diversity while learners explore a new language (Byram, Gribkova, & Starkey, 2002). As for the grades, earlier intervention might bring long term benefits. Developmentally, the preschool period coincides with the time for recognition of gender, race, physical status and cultural identity (Divrengi & Aktan, 2011; Kanka, Wagner, Schober & Spiel, 2013). Divrengi and Aktan (2011) outline the preschool developmental stages with regard to diversity awareness. Even at the ages of 2-3, children are able to identify gender roles observed in their game and toy preferences. The next developmental stage, ages 3-4, brings differences to the agenda of children, and then 5-6 year-olds start to build cultural awareness and ethnic group identity. Subsequently, children of the ages 6-8 realise that such ethnic and cultural elements are fixed. They further point out the necessity of addressing diversity issues at early ages with age-appropriate content; an approach that also promotes the development of positive self-concept, empathy, analytical thinking and understanding of respect. Hence, teachers are encouraged to integrate songs, stories, and folk tales from various groups and cultures through visual images and hands-on activities (ibid, 2011). In a similar vein, Wan (2006) follows a favourable approach and addressed diversity issues during early childhood through books and children's literature. Such children are expected to first know their culture well and then develop awareness about other cultures and identities in order to build positive self-concept, empathy, and analytical skill in cases of prejudice (Divrengi & Aktan, 2011, p.39).

Allport's (1954) definition of prejudice, in terms of a negative stance regarding false generalizations, helps us frame its emergence in early childhood, and this definition resembles the second language acquisition process during which children have a tendency to generalize concepts within the framework of interlanguage development (Selinker, 1972). False or overgeneralisation happens as learners use a rule in a context where it does not belong, such as in adding –s to the plural pronouns (Lightbrown & Spada, 2002). Stereotypes, prejudices and biases can be learnt in a similar way, by making assumptions and generalizations. As Bodenhausen and Richeson (2010) note, stereotyping, prejudice and discrimination are intertwined: stereotypes affect prejudice, and prejudice could lead to discrimination.

Despite the reluctance of educational policy makers to acknowledge the multicultural and multilingual nature of the classrooms, diversity lies in the very heart of education (Hélot &

Young, 2005). Countries that tend to identify themselves as monolingual and offer only one foreign language still prevail. Nevertheless, they believe in the integrity of cultural and linguistic diversity and recognize the student's life holistically. Similarly, the English language curriculum for primary education (Grade 2-8, MEB 2013) in Turkey still encompasses diversity and cultural issues at the surface level (see Appendix A). The curriculum is based on CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) descriptors that underline the diversity issues through learner autonomy, self-assessment and appreciation for cultural diversity (CoE, 2001).

Literature on culture in the Turkish context mainly deals with EFL/ELT teachers' and students' perceptions of culture (Bayyurt, 2006; Çelik, 2014; Devrim & Bayyurt, 2010; Genç & Bada, 2005; Kırmızı, 2013; Önalan, 2005). The content of cultural information is found to center on facts (Önalan, 2005, p. 228), daily topics and routines from a native setting (Bayyurt, 2006, p. 239). Furthermore, if not overloaded, meaningful exposure to target language culture is likely to enhance motivation and intercultural competence (Devrim & Bayyurt, 2010; Genç & Bada, 2005). Research on culture and curriculum/course book focuses on course book analysis of culture specific elements (Arslan, 2009; Çakır, 2010; Şahin, 2003) and practice-oriented suggestions of culture integration (Turkan & Çelik, 2007). Further, Arikan (2005) approaches the representations of age, gender and social class in ELT course books and points out the "imbalance" (p.38) in how they are treated. As another point of research, teachers' attitudes to the target culture display varying degrees of its integration. Çelik (2014) investigated the knowledge and skills of Turkish teachers of EFL on cultural diversity considering the variables of age, gender, work experience, and intercultural experience. His examination draws attention to the contradictory views. Some teachers see multiculturalism in relation to only ethnicity; others believe in the empowerment of a standard curriculum in terms of equal treatment, and some think that diversity is not a topic of concern in Turkish schools at all. Furthermore, in their study examining teacher attitudes to multicultural education, Yazıcı, Başol and Toprak (2009) report that some teachers see the students in a class as the "same" or "indistinguishable" concerning their cultural identity. In another study (Çakır, 2010), language teachers state they do not have enough instructional time to spend on cultural issues. Hence, multiculturalism and diversity issues and how to treat such matters need to be a part of pre/in-service teacher training and continuing professional development programs.

3. Method
3.1. Participants and Setting
Twenty-eight 4th and thirty-four 5th grade students from three different cities in Turkey (Ankara n=10, Kocaeli n=18, and İstanbul n=34) participated in the study. Out of 62 students, 28 of them are male, and 34 are female. Most of the students in the Istanbul group, living in Sultangazi, are second generation immigrants from an Eastern-Europe neighbouring country whose parents are reported to have acceptable levels of parental engagement with their children's educational matters. The students in the Ankara group, living in the Etimesgut district, are from low socio-economic background with low levels of parental engagement, while the Kocaeli group is composed of working class families who moved to Kocaeli from different parts of Turkey, some of whom are Kurdish.

3.2. Data Collection Procedure
In this case study, the participants were selected through one of the non-probability sample type-convenience sampling methods (Cohen, Manion & Morrison, 2007). The researcher invited in-service teacher trainees to participate in the study, and the three volunteers

committed their time and energy to administer the tasks. Hence, the researcher sent the questions to these English language teachers and asked them to administer the tasks during their regular instruction. Afterwards, the teachers were interviewed about the issues of the culturally responsive curriculum, and how they see the students' perceptions of diversity dimensions.

Based on the qualitative research design, the data were collected through tasks and teacher interviews. To collect in-depth details both with pre-set and emerging open-ended questions, semi-structured interviews were conducted (Creswell, 2009). They further enabled an examination of the *self-reported perceptions* of the participants (Mackey & Gass, 2005, p. 173). Moreover, drawings have been used as a data collection tool (Cherney, Seiwert, Dickey & Flichtbeil, 2006; Gernhardt, Rübeling & Keller, 2014; Öksüz, Güven, Baba & Kartal, 2015; Yücel & Özkan, 2015). For instance Gernhardt, Rübeling and Keller (2014) analysed children's drawings to identify conceptions such as self- and family conceptions of Turkish migrants and compared them with those of German and Turkish natives. Further, Öksüz, Güven, Baba and Kartal, (2015) collected drawings of primary school students and announced how students perceive and express *differences*. In this study, drawings were coded and analysed to see patterns of prejudices and stereotypes regarding countries and nationalities. Plus, poems were analysed using the content analysis research technique: researchers make inferences from texts regarding the context (Krippendorff, 1980, p. 18). The poems were coded and recoded which involved another researcher for reliability purposes.

The present study administered four tasks (see Appendix B). The English language teachers distributed the tasks to the students as a handout. Students then answered the first two tasks in their mother tongue (Turkish) and the last two in English. The first question asked about their perceptions on "a stay-*at-home dad, a brother playing with a Barbie doll/ a sister playing with car toys, a woman mechanic, a male teacher, a female manager/director and a female bus driver.*" It can be matched with the "My Family" and "Jobs" Units of the English language curriculum for primary education (MEB, 2013). The second one inquired about types of toys they enjoy playing with and their criteria for toy selection which could be related to the "Toys and Games" Unit (ibid, 2013). The third question required drawing pictures of Africa and Europe that could be linked to the Units "Introducing countries and nationalities" (ibid, 2013). The more comprehensive and holistic fourth task invited students to write a *Who am I* poem to understand their self-perception.

4. Findings

To see the young learners' views on diversity dimensions of stereotypes and prejudices, they were asked to complete the tasks as a part of their English language lessons. The students finished most of the tasks with a few incomplete or indecisive comments. The students replied to the first question on gender stereotypes by stating the statement is possible, impossible, normal or abnormal, and the responses were varied. Some examples are "It is normal, because each person has different interests." (Student 3), "It is not possible, it should be just the opposite." (Student 26), or "She can play with my toys if she enjoys it." (Student 18). Some even judged statements as wrong: "It is wrong for my sister to play with my toys." (Student 52). Stated justification for comments can be correlated with children's own experience as seen in films or in their immediate environment: "It is normal, because we had a male teacher." (Student 22), or "It is possible, I have seen it on TV." (Student 3), or "I have never seen it, and I don't think it is possible." (Student 43).

The second question about toys and toy selection criteria illustrates the role that toy marketing posits for boys and girls: cars for boys and dolls for girls. The most popular toys for girls were teddy bears (n=11), dolls (n=9) and Barbie dolls (n=5). A fifth grader explained that she used to love her Barbie dolls; however, in time she started to enjoy more cognitively challenging toys. The majority of boys (n=14), on the other hand, favoured vehicles, especially remote control cars and helicopters. A boy identified the mobile phone as a toy since it includes games. The children specified that when selecting their toys, they check whether the toy is broken or not (n=12), consider the quality and price (n=11) and its necessity (n=8), question its educational value (n=5), and make sure it is made in Turkey (n=2).

The third question requested students to draw pictures of two continents: Europe and Africa. A distinct pattern is revealed, pictures of Europe are full of nice buildings, rich people, expensive cars, and historical places; Africa is pictured with wild animals, poor people and black people (see Appendix C). Africa is further identified with hunger and drought. Interesting comments include "houses with chocolate roofs for Africa" (Student 37), and "people of high-society" (Student 5) for Europe. Next, *Who Am I* poems displayed the patterns of students' interests in terms of likes, dislikes, abilities and characteristics. The students expressed their likes and dislikes of food items (i.e. pizza, cupcake, ice-cream, chocolate, milk), and hobbies (i.e. playing football and shopping). Fourth graders in particular stated their love of their school, English teacher and families. As for abilities, can do statements can be grouped related to physical actions like running, swimming and jumping. The students identified themselves with animals (lion, eagle, horse, elephant, dog, and cat), objects (school objects like books, notebooks, pencils, or bags; jewellery like bracelets and necklaces, and everyday objects like umbrellas and computers), sports (volleyball, football, basketball, tennis and golf). The jobs expressed in the poems are a teacher, dancer, doctor, physicist, poet, singer and designer. Thirteen students identified themselves as snipers; four of them as killers and three of them as warriors. It is also notable that a male child announced a cartoon related to the Islamic holy book as his favourite. A reoccurring statement was "I am a hero," observed in ten of the poems. For example, a poem by a 4th grade male student is as follows:

I am a ball
My life football
I have big family
Because my world is my family
I have big world
Because big family

The age difference can be observed as 4th graders reflected in relation to their domestic life and families; however, 5th graders were more interested in physical aspects and their hobbies. Moreover, 4th graders' poems and comments are not yet comprehensive and fully reflective due to the students' limited vocabulary whereas 5th grade students are more able to express their likes, dislikes, goals and ambitions. Similarly, a 4th grade female interviewee stated the challenge of being reflective as in:

Hmm… I know who I am, but it is not easy to write it; I am the one and only daughter of my parents. I am the blossom of mother and my father's dearest. I am as normal as everybody. (Interview, May 14, 2015)

A female student from 5th grade listed her dream job as well as activities and objects she likes as follows:

I want to be a designer; so, I could be a necklace, a bracelet or an umbrella. I am a volleyball player, and I am a child. I love English. (Interview, May 14, 2015)

The English language teachers reported students' positive attitudes to the tasks. The hands-on tasks of drawing and poem writing attracted students' attention, and they enjoyed completing these tasks the most. Additionally, it appeared to teachers that task topics grasped the students' interest. A teacher even asked for more tasks to integrate into the courses as supplementary material. Teachers also commented on the age and gender difference with references to socio-economic background and the family culture. Girls have an overall negative and straightforward perspective. This may reflect their upbringing which is reported to be done with a more oppressive approach. Boys, nonetheless, are more open to a variety of topics and independent in their acts. Hence, they seem to carry a more optimistic and tolerant approach to the same issues concerned. One of the teachers indicated that:

> Girls are more conservative in toy selection and female competencies; boys in younger ages show more tolerance to playing with the gender associated toys. While girls playing with the masculine toys are perceived relatively normal; boys playing with feminine toys are considered quite abnormal. (Interview, May 14, 2015)

Despite the overt emphasis on gender equality such as in statements like "Every job can be performed by both genders" (Student 8), female students are found to approach the situations more cautiously and in a relatively more negative standpoint than their counterparts. For example, a women bus driver is perceived inappropriate by a female as "Women drive carelessly" (Student 11), a male student provided a satisfactory explanation "She has to go home late at night, so it is not possible for women to be bus drivers." (Student 9). Moreover, several boys stressed that women drivers might have traffic accidents, due to the lack of driving ability. What's more, some female students favoured a female principal as she might be better at cleaning and saw moms solely as child caretakers who stay at home and knit.

5. Discussion

Aiming to reflect young learners' perceptions of diversity dimensions of stereotypes and prejudice in an EFL context, this study highlighted diversity issues in terms of students' age and gender. All in all, fifth grade students can be seen as more reflective: they provided more comprehensive and detailed comments and explanations, and they made numerous inferences. For instance, a 5th grader demonstrated good reasoning when he said a dad may stay at home because of poor health conditions. Responses to the questions on gender stereotypes can be associated with the Contact Hypothesis (Allport, 1954) and Ekşi's (2009) study which shows the direct relationship between experience/contact and emergence of stereotypes and prejudices: the more individuals are exposed to the target culture, people or institutions, the more positive the views and perceptions become. The statements based on what children see and hear can be supported by the Contact Hypothesis and children's perception of gendered statements as *normal* and *possible*.

From another theoretical perspective, Bandura's (1986) social cognitive theory elucidates the role of culture and environment on the formation of gender stereotypes apart from the biological endowment. In view of that, stereotyped gender role development is mainly based on modelling through observational learning. Children's responses confirm this perspective, and pedagogically, course materials, either the multisensory or textual, need to be investigated from this point. Such as in the study by Yağan-Güder and Güler-Yıldız (2016), children who observe their father taking responsibility in domestic tasks such as housework are found to be more tolerant to both genders with multiple roles and responsibilities. Moreover, Bussey and Bandura (1999) outline the factors in gender-role learning in terms of appearances, behaviours, social and occupational roles, which clarifies both the approach of the participants

of this study to gender oriented statements and the poems as self-reported identity features. In foreign language teaching, topics like occupations and grammar points such as adjectives describing physical appearance should be carefully presented while considering the diversity of people, the acceptance of such diversity, and the treatment of gendered roles in a neutral manner.

In support of social cognitive theory, Bigler and Liben's (2007) developmental intergroup theory approaches social stereotypes and prejudices as constructs of environmental factors. The theory explains the roots of prejudices and stereotypes in the environment and cognitive skills of the children. In relation to the link between toy selection and gender preferences, children's formation of social stereotypes can also be associated with the families, the media and the immediate surroundings. In the context of this study, 4th and 5th graders displayed their preference of gendered toys, and the boys exhibited a more favourable attitude to girls with masculine toys. Yağan-Güder and Güler-Yıldız (2016) analyse preschool children's perception of gender and conclude that children with siblings from the opposite gender, playmates from the opposite gender, and toys to the interest of both genders show little or no gender stereotyping. Interestingly, prejudice displayed by mothers also influence toy selection preferences. Investigating the link between stereotyping and play behaviour with approaches to toys, Cherney and Dempsey (2010) underpin a wide range of factors for perceptual salience such as colour or active/creative use of toys. The functionality and familiarity features are emphasized to play a role in toy selection, where boys preferred mobile and action-oriented toys, girls preferred toys to nurture. In a similar vein, in toy selection here, as stated, boys favoured masculine toys; girls preferred feminine toys with emotional importance attached. Their toy selection criterion of product origin reflects the importance attached to their identity and national products relatedly.

At this point, the influential role of media needs particular attention; children take the situations as normal or possible if they have seen it on TV which is directly linked to modelling of gender roles (Bussey & Bandura, 1999; Kanka, Wagner, Schober & Spiel, 2013; McGhee & Frueh, 1980). An illustration of this link is shown by McGhee and Freuh's (1980) research which concludes heavy television viewers (25 or more hours per week) had more stereotyped sex-role perceptions than light viewers (10 or less hours per week) where the participants were primary school students. Apart from the duration of exposure, the children's responses in this study also exemplify such a tendency; these responses included assessments of statements and verdicts on normality depending on whether the children had witnessed the situations on TV, especially on soap operas. Hence, teachers need to be alert in choosing and adopting materials, especially visuals and online materials which need careful consideration and a second-thought concerning affective factors and attitude influencing drives.

Drawings, described by Lippman (1922, p. 7) as reflections of "pictures in the head," play an important role in identifying the stereotypes in the form of overgeneralizations. Lippmann (ibid.) clarified that though positive prejudice is possible; one has to approach negative prejudice cautiously as it is not likely to change very easily. Accordingly, in the present study, children seem to generalize the people, animals and constructions in the two continents with some justifiable facts. These generalizations are seen linked to stereotyping and prejudice. Forsman's (2010) study presents a concrete example of modifying stereotypical views in the language classroom within the framework of experiential and dialogical approaches. Student interviews with discussions of awareness on difference and diversity illustrate the modified views about British society like topics of tea, weather, being polite, and a typical British teenager. As such Kolb's (1984) Model of Experiential Learning could be introduced in

language classes by integrating concrete experience, reflective observation, abstract conceptualization and active experimentation, and doing so would lessen the degree of stereotypes in classes. What's more, dramas, films and stories with constructive projects and games need to be accompanied by the reflective process of questioning and writing to compliment the theoretical parts and lectures.

Teachers' unacknowledged assumptions on diversity issues could affect learning; hence, they need to be addressed both directly and indirectly in pre and in-service training programs (Çakır, 2010; Çelik, 2014; Yazıcı, Başol & Toprak, 2009). Lin, Lake and Rice (2008) positions anti-bias curriculum as an essential part of teacher training that develops strategies on how to deal with and confront differences through reflective and field-based practices. Although this concern could essentially be addressed by preschool teachers, the introduction of foreign languages at the early stages of education mandates particular attention and intervention by language teachers. As an extracurricular activity, the project where parents were invited to present their cultures and languages voluntarily as a shared learning experience, thereby promoting diversity outside the classroom hours, could be a well-fit example (Hélot & Young 2005).

6. Conclusion and Suggestions
Considering all of the above, the curricula, teachers, students, parents, socio-economic backgrounds, cultures, and media can be listed as the leading influential factors in the pedagogical integration of diversity issues. At the curriculum level, concrete topics like heroes and holidays do not suffice to raise multicultural awareness. Multicultural teaching should include culture circles, problem-solving tasks, stories and tasks emphasizing social justice (Souto-Manning, 2013). As Sanders and Downer (2012) put, acceptance of diversity as part of the curriculum aims to teach children about the diversity of people and perspectives while focusing on language, gender, ability, age, ethnic/cultural and socioeconomic background and calls for integration of relevant materials and activities. In essence, it is revealed that the multicultural education module of the teacher training programs should effectively promote diversity in all levels of practice.

Students learning a new language are being exposed to a new culture, and they need carefully selected authentic materials which provide an understanding of the target-language culture and an opportunity for reflections on said culture. They might also benefit from a comparative approach to both cultures to see the commonalities and variances. The need for teacher training on multicultural matters, and how to treat them properly pedagogically calls for immediate attention, and in line with this, curriculum developers should be more culturally aware about the anti-bias curriculum theory and practice. As a final note, the role of technology and the significance of media literacy in envisioning a language classroom free from stereotypes and prejudices requires further consideration. Researchers might focus on the use and integration of online websites and mobile apps on diversity after carefully checking their accuracy and credibility.

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APPENDICES

Appendix A

The distribution of intercultural awareness topics in the English language curriculum for primary education (Grade 2-8, MEB 2013):

Grade 2
• Unit 2 Greeting people in other languages

Grade 4
• Unit 1 Saying "thank you" in different languages
• Unit 2 Identifying flags and national dress of different countries
• Unit 10 Identifying popular food across cultures

Grade 5
• Unit 3 Developing an awareness of world languages
• Unit 4 Seeing the commonalities in terms of children's games in different countries
• Unit 6 Developing an awareness of movies as an international art form and developing positive attitude to movies from different countries
• Unit 10 Developing and awareness of different festivals around the world

Grade 6
• Unit 1 Identifying traditional dances from other countries
• Unit 2 Familiarising oneself with breakfast habits and expressions used at the beginning and end of meals
• Unit 10 Developing an awareness of the principles of democracy

Grade 7
• Unit 7 Familiarising oneself with superstitious beliefs from different countries

Grade 8
• Unit 2 Recognizing similarities and differences in teen culture by comparing music, movies, free time activities and home life
• Unit 3 Recognizing cultural diversity in food choices
• Unit 10 Recognizing science as a common human endeavour

Appendix B

The tasks (in Turkish and English)

DIVERSITY ACTIVITIES

1. What do you think about the following?
- Stay-at-home dad
- Your brother playing with a Barbie doll
- Your sister playing with your car toys
- A mechanic woman
- A male teacher
- A female manager/director
- A female bus driver
2. Give some examples of your toys.
- How do you select them?
- Which one is your favorite?
3. What is your favourite cartoon? /film? /cartoon character?
- Are there any toys of them? Do you have it?
4. If you visited a country in Africa what would you see?
   If you visited a country in Europe what would you see?
   Draw on a piece of paper.
5. Write a "Who am I" poem.

1. Aşağıdaki ifadeler hakkında ne düşünüyorsun? Normal midir? Hiç gördün mü? Vs.
- Bir baba çalışmayıp evde çocuklarına bakarsa (anne çalışıyor)
- Kız kardeşin oyuncak arabalarınla oynarsa
- Erkek kardeşin Barbie'nle oynarsa
- Araba tamircisi bir kadınsa
- Sınıf öğretmenin erkekse
- Müdürünüz bir kadınsa
- Otobüs şöförü kadınsa
2. Oyuncaklarından bazılarından bahseder misin?
- Onları alırken nasıl seçersin? Nelere dikkat edersin?
- En sevdiğin oyuncağın hangisi? Neden?
3. En sevdiğin çizgi film/ film hangisi? En sevdiğin karakter hangisi? Neden? Bu çizgi filmin karakterlerinin oyuncakları da var mı? Aldın mı bunlardan?
4. Afrika'da bir ülkeye gitsen neler görürdün?
   Avrupa'da bir ülkeye gitsen neler görürdün?
   Bunları bir kağıda çizer misin?
5. "Ben kimim" şiiri yazar mısın?

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Appendix C
Samples from students' work

Figure 1. *A country in Africa*
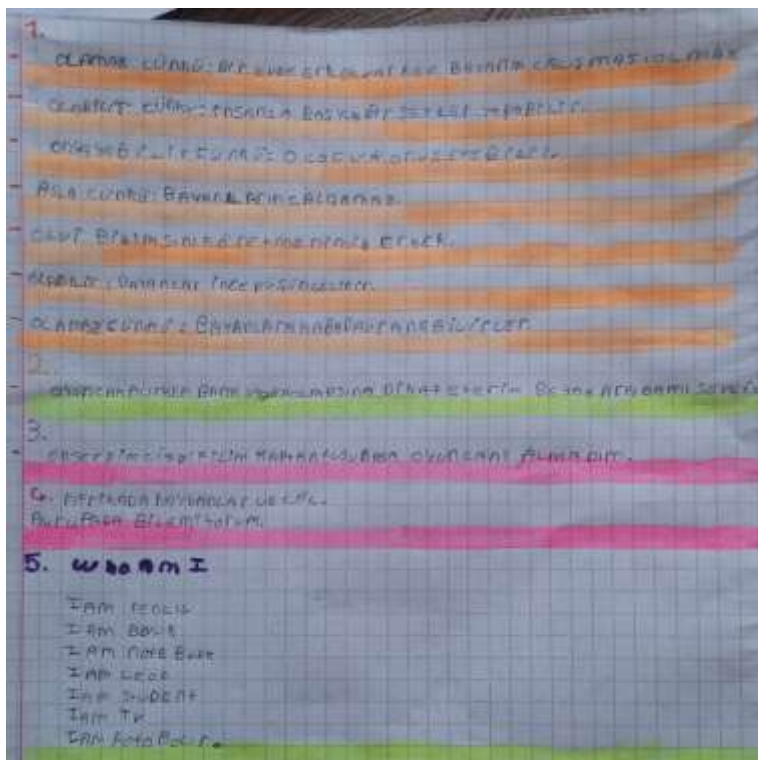

Figure 2. *Who am I?*

Figure 3. *Written answers*

Answers in English:

1. It is not possible because women cannot work when there is a man at home.
    - It is possible because people can do different things.
    - He can play with it, he might have liked it.
    - Never, because women cannot work.
    - It is possible, our classroom teacher is a male.
    - It is possible, women are considerate.
    - It is not possible, people may act rudely to women.
2. I pay attention to whether the toy is appropriate for me or not. I like my white car.
3. My favourite cartoon is Captain Tsubasa. I did not buy its toy.
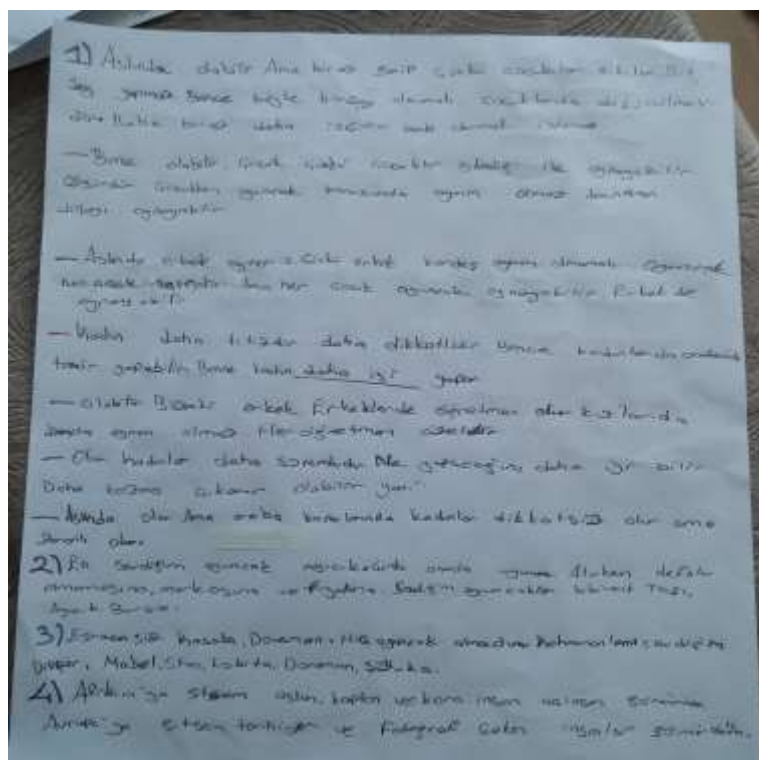4. In Africa, there are animals and a desert. In Europe, I do not know.

Figure 4. *A female 4th grade student's answers*

Answers in English:

1. In fact, it is possible; but it's kind of strange because kids can get bored. They do not do anything at all. I think there shouldn't be such a thing, kids need to be considered as well. Fathers are a bit more like workers and they do not want to stay at home.
    - I think it is possible, because children can play with whatever they like. They are free. There is no discrimination about toys in childhood, so they can play.
    - In fact, boys play with cars. Because, we shouldn't discriminate brothers. Toys are for every child. But each child can play with toys. Boys can play.
    - Women are more meticulous, more careful. I think women can also repair. I think women can do better.
    - It is possible. Ours is a male. Men can be teachers, so can women; there can be no discrimination in such an issue. Every teacher is special.
    - It is possible. Women are more responsible. They know what to do better. It can be more profitable.
    - In fact, it is possible. But, they can be careless about cars, but it can be harmful.
2. My favourite toy is my teddy bear. Because I sleep with it. I consider whether it is defective or not, it trade and price when buying. Toys I like are marbles, Barbie.
3. Gravity Wall, Donemon. I did not buy any toys. I like the heroes such as Dipper.
4. If I go to Africa, I would see lions, tigers and black people, hungry people. If I go to Europe, I see historical places and people taking pictures.