

An Analysis of Intercultural Sensitivity and Ethnocentrism Levels of Teacher Candidates

Serkan Demir¹ and Elif Üstün Kiran²

¹*Besiktas Science and Art Center, Turkey*

E-mail: serkandemir78@yahoo.com

²*Haydar Akin Vocational and Technical Anatolian High School, Turkey*

E-mail: ustun-elif@hotmail.com

KEYWORDS Communicative Competence. Cultural Studies. Curriculum. Multiculturalism

ABSTRACT The aim of this research is to find out the effects of two variables on primary and secondary school teacher candidates' intercultural sensitivity and ethnocentrism levels. One of the variables is the subject matter they studied at university and the other variable is gender. The research model is descriptive. The study group consists of 348 volunteer teacher candidates who attended a private course to prepare for the Public Personnel Selection Examination (aka KPSS) during the 2014-2015 academic year. The intercultural sensitivity level of teacher candidates was measured using the Intercultural Sensitivity Scale developed by Chen and Starosta, and their ethnocentrism level was measured using the Ethnocentrism Scale developed by Neuliep and McCroskey. Linguistic equivalence, validity and reliability studies of the two scales were done by Ustun. One-way analysis of variance and independent sample t-tests were used to analyze the data. Findings of the study demonstrated that there is a statistically significant difference between teacher candidates' intercultural sensitivity levels in terms of the subject matter they studied and that their ethnocentrism level significantly differs depending on their gender.