HOW TO CREATE A CULTURALLY RESPONSIVE CLASS?

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The purpose of this study is to examine teachers' opinions on what can be done to create a culturally responsive classroom environment. A phenomenological pattern was used and 13 volunteer teachers participated in the study. The data were obtained with the standardised open-ended interview technique. The interview questions consisted of class standards that are culturally responsive and common components based on Weinstein et al. (2003) and Weinstein et al. (2004). According to the research findings, teachers should question themselves and examine how their cultural background influences their preferences, lifestyles and behaviours. In order to understand the culture of the students, it would be useful for the teachers to research the culture of the student and to contact their families. In the communication process with families, cultural differences should be respected, be sensitive to cultural communication styles and a two-way communication should be established with families. At this point, teachers can plan activities and group work that exhibit cultural differences in the classroom environment, keeping their expectations from students high and encouraging students in this regard.

Keywords: culturally responsive classroom, teacher, qualitative research, indicators of cultural responsiveness

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Nowadays, developments with the phenomenon of immigration have led to different experiences for teachers, students and parents. The concept of "immigrant students" emerged as the immigrants who came with the migration were included in

the education system and this led to differentiation within the classes. In the OECD (2010) report, the difference in education is defined as "characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences". The difficulty of successfully addressing the demands of a multicultural class of differences has become important at all levels of education (Lyons & Little, 2009; Smyth et al., 2009). An immigrant student or a student of immigrant background, which is an important factor in the formation of differences, refers to children and youth of immigrant backgrounds participating in the host country's formal education system (European Commission, 2019).

Migrant status (first or second generation), socio-economic level, age of arrival in host country and language emerge as important factors in immigrant students' success and school experiences (Martin et al., 2012; OECD, 2011). Both first-generation and second-generation immigrant students are more socio-economically disadvantaged, their parents have fewer prestigious professions and fewer resources to use in education at home. However, these students cannot use the host language fluently and this affects their academic success negatively (OECD, 2018). All these variables cause difficulties in the integration of immigrant students into the education system. In nearly two-thirds of the education systems, teaching various students in multicultural classrooms acknowledges that teachers should have stronger competencies to work with various students, according to official documents (European Commission, 2019). According to Brown (2007) "today's classroom is more responsive to the needs of students from culturally and linguistically diverse backgrounds". All these developments, as can be seen, have caused the differences in the classroom to be more complex and the formation of a culturally responsive classroom environment.

Literature review

The culturally responsive class is a student-centred class based on culture. In these classes, culture cannot be ignored and cultural differences take place in all learning processes (Ford, 2010; Ford & Kea, 2009). According to Montgomery (2001), culturally responsive classrooms are defined as those that "specifically acknowledge the presence of culturally diverse students and the need for these students to find connections among themselves and with the subject matter and the tasks the teacher asks them to perform". Classroom management responsive to cultural values is about teaching sensitivity to cultural values. Culturally responsive teaching requires teachers to put their critical beliefs and knowledge of race into peda-

gogical action (Martin, 2016). Culture-responsive teaching can be defined as a teaching approach aimed at pedagogically preparing teachers to satisfy the needs of all students (Gay, 2000). Key critical pedagogical techniques for the classroom environment were determined by Montgomery (2001). These techniques are self-assessment of their cultural awareness, the use of a culturally sensitive set of teaching methods and materials, the creation of a classroom environment that respects individuals and their culture, the creation of an interactive classroom, continuous culturally conscious assessments, collaboration with other professionals and families.

Culturally responsive teaching models are theoretically based on Critical Theory, Racial Identity Theory and Social Cognitive Theory (Martin, 2016). The main focus of Critical Theory is the suppression of an individual, group or society by self or externally imposed influences (Peca, 2000). In addition, the structure provided by the theories of racial identity contributed to the understanding of the experiences, perceptions, attitudes and behaviours of both the person themselves and other racial-cultural groups (Wang, 2015). Social Cognitive Theory, on the other hand, is a learning theory that states that people learn through observation, imitation, and positive reinforcement (Bandura, 1989).

Each model has distinctive features on how the theory on which it is based manifests in the development of culturally sensitive teaching. Racial Identity Theory and Critical Theory indicate individuals' building of cultural self-awareness and cultural awareness. Critical Theory and Social Cognitive Theory include agency or efficacy impressions and pedagogical practices. Culturally responsive teaching can be prominent on condition that a teacher predominates cultural knowledge, cultural self-awareness, critical perspective, agency, and pedagogy to make learning encounters relevant and effective for all students. Cultural knowledge and self-awareness may improve in interaction with other populations and progress through the racial identity framework. A teacher is supposed to be aware of other cultures as well as their own cultural background. The identification of inequities in society that conflict with cultural lines gives rise to a critical viewpoint. A teacher's intent in actively implementing culturally sensitive practices is driven by this important perspective. Teachers should integrate awareness and a critical outlook into their delivery of instruction in order to become culturally responsive (Martin, 2016).

In the culturally responsive classes, it is important how teachers communicate with students sensitive to cultural values, how to involve students' cultural and familial backgrounds and encourage participation in the teaching process (Bal, 2018;

Weinstein et al., 2004; Weinstein et al., 2003). The fact that the classroom environment is socio-culturally participation-centred (Hickey & Schafer, 2011) requires teachers to consider their students' perspectives, backgrounds and identities in order to increase joint participation and create a real learning environment (Gaias et al., 2019). At this point, it is important what class indicators are culturally responsive and how these standards are reflected within the class. Standards related to culturally responsive classes have been gathered under seven categories: climate of inclusion; connections between students' prior knowledge; rigour / high expectations; classroom practices that are hands-on, cooperative, and culturally aligned; responsiveness based on cultural knowledge of the student; recognition of varying rates of acculturation; and teacher self-awareness (cstp-wa.org). The reflections of these standards on the class are given in Table 1.

As can be seen in Table 1, in culturally responsive classes, the educational environment first responds to the needs and expectations of all students, students participate in class activities with their own cultural backgrounds, students are allowed to express themselves, different assessment techniques are used, the students are made to feel they belong to the classroom, and it is important that the language used at home is integrated in the educational environment. To accomplish this, teachers should be aware of their cultural identity and students' culture and encourage this diversity, treat all students equally and tolerantly, and include the students' past learning in the lesson.

In culturally responsive classes, the priority is to understand yourself and others. In other words, it is necessary to be aware that everyone in the class has cultural values and acts according to these cultural values. Then it is necessary to accept that there is religion, language, race and ethnic differences between people. Finally, it is necessary to see how these differences create a common culture. To achieve this, it is necessary to (a) create a physical setting that supports academic and social goals, (b) establish expectations for behaviour, (c) communicate with students in culturally consistent ways, (d) develop a caring classroom environment, (e) work with families, and (f) use appropriate interventions to assist students with behaviour problems in the classes (Weinstein et al., 2003).

Creating a physical setting that supports academic and social goals means using it strategically to respect the diversity accepted in the environment, reaffirm connectivity and society, and avoid excluding and humiliating students.

Culturally responsive classroom standards	What it looks like in the classroom
Climate of inclusion	Students contribute to expectations, standards, and evaluations Students involved and comfortable Learning materials and decorations match the classroom demographics Cultural identity expressed Practice of heterogenous grouping of students Multiple assessments Safe, clean, positive and welcoming environment Access to programmes and activities Translators
Connections between students' prior knowledge	KWL chart knowledge and learning Journal writing Integrated home language Student engagement/participation
Rigour/high expectations	Rubrics High, clear, and consistent building of classroom expectations Evidence of strong and effective administrative leadership and teaching Alumni recognition, highlighting successes of former students and staff Access to differentiated instruction Positive behavioural supports
Classroom practices that are hands-on, cooperative, and culturally aligned	Practiced democracy Emphasis on human themes Student choice and voice instruction – students work in groups with roles Classroom set-up and seating conducive to community learning Balance of student-teacher talk Students belong in the multicultural curriculum, use own learning styles while stretching to learn other styles, and contribute to the curriculum
Responsiveness based on cultural knowledge of student	Multiple assessments Teacher gives writing prompt questions Assigning writing prompts in journals Encouragement of memoir writing Positive visual images displayed at all times A safe, clean, positive and welcoming environment is evident
Recognition of varying rates of acculturation	Demonstration of acceptance by teacher Lack of tokenism Use of student-driven cues Respect for privacy Encouragement of team building Use of office-breakers Teacher shows all children's progress and specific needs to help them get where they need to be
Teacher self-awareness	Teacher awareness of own identity and bias of instruction Teacher use of honesty Teacher use of equitable practice Teacher involved and engaged with child's learning Practising of visual compassion and humility, not generalising or dismissing things Encourages students to express cultural identity

⌒ TABLE 1
Standards regarding culturally responsive classes

Note. Retrieved May 18, 2019, from cstpwa.org/cstp2013/wp.../NTA_class room_ descriptors.pdf.

Establishing expectations for behaviour means that teachers state their expectations clearly and comprehensively, encourage students to participate in decisions determining class rules, serve as role models and provide students with opportunities to practice in order to fully understand expected behaviours. Communicating with students in culturally consistent ways means taking into account that changes in communication styles can directly affect students' behaviour; teachers try to change their discourse so that their communication style is consistent with students' cultural backgrounds. Developing a caring classroom environment is to establish respectful and positive relationships with students, to share what students experience outside of school, to participate in class decisions and activities, and to make students feel that they belong to the class community. Working with families is establishing a positive and two-way communication and cooperation with the families, and respecting the communication styles of the families due to cultural differences. Lastly, using appropriate interventions to assist students with behaviour problems is stating what behaviours are considered to be problematic and examining how race and ethnicity affect the use of disciplinary results, taking into account how these behaviours are related to race and ethnicity (Weinstein et al., 2003).

Weinstein et al. (2004) in their later study collected important components to creating a culturally responsive class under five headings: (a) recognition of one's own ethnocentrism, (b) knowledge of students' cultural backgrounds, (c) understanding of the broader social, economic, and political context, (d) ability and willingness to use culturally appropriate management strategies, and (e) commitment to building caring classrooms. Recognition of one's own ethnicity allows them to understand the source of their general acceptance, attitude and prejudice, and understand that how they view the world can lead to misinterpretation of their students' behaviours and unequal treatment of culturally diverse students. Having information about students' cultural backgrounds and general information about a cultural or ethnic group can give teachers an idea about behaviours, kindness, etiquette, communication and their learning styles; however, by generalising this information, teachers should avoid creating stereotypes about their students. Having a broader view in a social, economic and political context will help teachers realise how existing discipline policies and practices can discriminate against children from different cultures. The ability and willingness to use culturally appropriate management strategies require creating a physical environment that sup-

ports academic and social goals, maintaining behavioural expectations, and collaborating with families. The commitment of creating classes that care about cultures where students feel more connected to school and build a positive and respectful relationship with teachers helps to create such an environment.

When both the culturally responsive class standards and the Weinstein et al. (2003) and Weinstein et al. (2004) and Montgomery (2001) studies are examined, it is clear that teachers first need to be aware of their own cultural background and then become familiar with their students' culture in order to create classes sensitive to cultural values. According to Taylor and Sobel (2011), culture affects how we think, perceive, act and communicate, and therefore how we teach and learn. Ericsson (2002) also stated that everything in education is related to culture and culture shapes learning. According to Richardson (1996; cited in Savage, 2010), ethnic and socio-economic background, gender, geographical location, religious upbringing and lifestyles can affect an individual's beliefs and this can affect teaching. This also relates to the teacher's ability to manage the classroom in a culturally responsive way (Savage, 2010). At this point, it is important for teachers to become aware of their own culture and students' culture in terms of the learning and teaching process. This awareness will help students reflect their differences in the classroom environment. In addition, it is important to communicate with students' families and to support students academically and socially, creating a classroom environment sensitive to cultural values.

The present study

When the literature is examined, it is evident that the studies on the culturally responsive class are limited. Studies do create a theoretical framework for class practices that are culturally sensitive, but the issue of how teachers will use these practices is ignored (Gaias et al., 2019). In a small number of studies, the relationship of a culturally responsive class with the teacher (Debnam et al., 2015), classroom climate (Sanders & Downer, 2012), student behaviour (Rusby et al., 2011), and teacher traits (Gaias et al., 2019) have been examined. However, the research shows that there is a strong relationship between a teacher's personal life experiences and beliefs and how they teach (Kyles & Olafson, 2008; Levitt, 2001; Richardson, 1996; Stuart & Thurlow, 2000; cited in Savage, 2010): awareness of identity may contribute to the learning process (Sosyal Altugan, 2015); also, students' motivation and engagement are increased, and a sense of confidence is created, when

teachers are aware of students' cultural identity in the classroom (Hoelscher, 1999). However, the awareness of the cultural background, which is the most important element of creating a class sensitive to cultural values, and how the teacher will do this, has not been investigated.

The purpose of this study is to establish what teachers can do to become aware of their own cultural backgrounds and to recognise students' cultures, to reflect these differences in the classroom environment, to support students socially and academically, and to communicate with families with cultural differences. While creating the research questions, culturally responsive class standards put forward by Weinstein et al. (2003) and Weinstein et al. (2004) were taken as a basis. Accordingly, answers to the following questions were sought.

1. What can teachers do to realise their own cultural background?
2. What can teachers do to get to know students' cultures?
3. How can teachers reflect students' cultural differences in the classroom environment?
4. What can teachers do to support students socially and academically?
5. What can teachers do to communicate with families of students with cultural differences?

METHOD

Descriptive phenomenological pattern, one of the qualitative research patterns, was used in the study. Phenomenological pattern is a research pattern based on individuals' experiences and daily experiences (Ersoy, 2019; Merriam, 2013), evaluating individuals according to their feelings and thoughts (Silverman, 2014). Descriptive phenomenological pattern is research that reveals what the participants know and their experiences on the subject. The main purpose of this design is to reveal the perceptions and experiences of the participants regarding the phenomenon (Ersoy, 2019). In this study, the culturally responsive class has been considered as a phenomenon and teachers' experiences and perceptions about this phenomenon have been revealed.

Study group

The study group consists of 13 volunteer teachers with educational experience with migrant students in Turkey in the academic year 2019–2020. Teachers in the working group also take a multiculturalism course in education within the Master's Program in Education Management at the University. In phenomenological research, it is important that participants have experience and volunteer (Moustakas, 1994 as cited in

Creswell, 2016). In the research, the maximum diversity sampling method was used to include different perspectives (Ersoy, 2019) in the research. In phenomenological research, it is sufficient that the number of participants is 3-4 to 10-15 people. Accordingly, 13 participants took part in the research. Six of the participants are women and seven of them are men. When the seniority of the participants was examined, it was determined that three participants had 1-10 years, four participants 11-20 years, and six participants had 21-30 years of seniority. One of the participants works in pre-school, five work in primary school, six in secondary school and one works in high school.

Data collection

The data of the research were obtained in written form electronically by using the standardised open-ended interview technique, which is one of the qualitative data collection techniques. The standardised open-ended interview consists of a series of pre-prepared and sequenced questions that all the participants were asked in the same style and order (Patton, 2014). In this approach, while instant attitude and flexibility are limited, asking all the participants in a systematic order provides an advantage in terms of minimising interviewer influence and subjective judgements (Yıldırım & Şimşek, 2013). While preparing interview questions, the literature was examined and questions that could be asked about the subject were determined. The interview form consists of two parts. The first section consists of demographic information about the participants, while the second section includes open-ended questions for the sub-objectives of the research.

Data analysis

Descriptive analysis was used to analyse the data. The data obtained in the descriptive analysis are summarised and interpreted according to previously determined themes. In descriptive analysis, direct quotations are frequently used to reflect the views of the interviewed or observed individuals in a striking way. The purpose of descriptive analysis is to present the findings to the reader in an organised and interpreted form. The data obtained for this purpose are first described systematically and clearly. Later, the descriptions are explained, interpreted and some results are achieved (Yıldırım & Şimşek, 2013). In the descriptive analysis, it is essential to understand and present the data related to the problem under the codes, themes, and subthemes. In other words, in the descriptive analysis, associating participants' views on the relevant theme with the collected data increases the internal

validity of the research. It is essential to describe the theme by analysing it with direct quotations (Günbayı, 2019). In this study, the research questions were evaluated as a theme, the answers given by the participants to the questions were examined, similar answers were brought together, and codes were created. Then, the views on these codes and the theme were clearly described and interpreted by giving direct quotations.

In this study, the research questions were handled as themes, and the opinions of the participants on what could be done to create a culturally responsive classroom environment were described clearly under each theme and interpreted with direct quotations.

Validity and reliability

In qualitative research, the validity and reliability of the studies are provided with the criteria of credibility, transferability, dependability and confirmability (Shenton, 2004). For the credibility of the research, comparison with previous research findings was used. The volunteers were taken into account in the participation of the teachers in the research, and the findings of the research were interpreted together with the previous research findings. For the transferability of the research, the answers given by the participants are directly quoted. However, in cases where a selected expression is too long, only the most important dimensions of the expression are conveyed, preserving the teachers' own words and the language of expression. For the dependability of the research, information about the research process and the participants are given in detail. While giving information about the participants, each participant, whose names were kept secret, was given a number and code. To indicate the participant number (P1, P2, P3 ...), for gender F (Female), M (Male), and for the type of school pre-school (PR), primary school (PS), secondary school (SS), and high school (HS) were used. All data collected for the confirmability of the research were stored and checked by an external researcher.

FINDINGS

While analysing the research data, each research question was handled as a theme and codes were extracted from the data obtained from the answers given to the questions. The themes and codes that emerged in the research are given in Table 2 below.

As can be seen in Table 2, the data of the research are discussed under the five following themes: being aware of their own cultural background, recognising the culture of students, reflecting their cultural differences in the classroom environ-

ment, supporting students socially and academically, and communicating with the families of students with cultural differences. The findings regarding these themes are given below.

Themes	Codes
Awareness of their own cultural background	Learning religious and political values Getting to know the past by communicating with the elders of the family Learning the religion and language they speak Researching the foundations of their cultural heritage Searching the family tree
Recognition of students' cultures	Contacting the family Making family visits
Reflecting cultural differences in the classroom environment	Planning events reflecting the cultures Valuing cultural differences Encouraging students to explain their own culture Being a role model for students in this regard
Supporting students socially and academically	Gaining a critical perspective Being a role model for students Supporting students socially and academically Not keeping expectations low Creating an environment in which they can express themselves Planning activities that will improve relations between students Treating students respectfully and equally, making them feel valued
Communicating with the families of students with cultural differences	Respect the culture, cultural values and norms of families Family visits

Awareness of their own cultural background

When the opinions of the participants were examined, they suggested that the teachers learn about their religious and political values, get to know their past by communicating with their elders, learn the language they speak and the religion, research the foundations of their cultural heritage and search the family tree. One of the participants stated that the teachers should ask themselves, "Who am I?" And "Which social and cultural groups do I belong to?" (P12, F, PS). A few of the sample views expressed by the participants are given below.

In order for individuals to understand their socio-cultural background, they need to examine the family structure they grew up in. They need to learn about their family origins. They need to know the historical and cultural characteristics of the city they live in. They need to know the features of the language they speak and the religion they live in. (P5, M, PS)

In order to understand their cultural background, teachers should first examine concepts such as ceremonies from the past, family, lineage and kinship, art, knowledge and education, settlement patterns, production and consumption relations, management, nutrition and health, belief systems, personality system and language. (P9, M, HS)

Learn cultural values, Research family history, Learn religious political values. (P2, F, PS)

Recognition of students' cultures

When the opinions of the participants are analysed, the majority of the opinions emphasise contacting and visiting the families to get to know the culture of the student. One of the participants expressed their opinion on this situation as follows:

By communicating with parents, information about their culture should be obtained. Children should be shown different family books, their reactions to different cultures should be observed. ... home visits can be arranged ... (P1, F, SS)

One participant stated that the student's cultural background can be revealed in the pictures drawn by the students.

Children decorate their world with the pictures they draw – the colours they use; the games they play. The most basic way of getting to know children's cultural background is to approach the child's language. Based on the traces left in the child, research should be done. (P10, M, SS)

Another participant stated that by organising a time travel event,

family album activity can be organised, the games that their parents played as a child, they can share their rhymes with their classmates, an exhibition with their grandparents' clothes can be created, and local flavours can be discovered in the National Products Weeks. (P4, F, PS)

Reflecting students' cultural differences in the classroom environment

When teachers' views on how students reflect their cultural differences in the classroom environment are examined, these views contain suggestions such as planning activities reflecting cultures, valuing cultural differences, encouraging students to explain their own culture and being a role model to students. Sample opinions comprising teachers' suggestions are given below.

Culture corner can be created. From time to time, different events, music, dance, and food from different cultures can be introduced to the classroom. (P12, F, SS)

... cultural differences can create a sensitive classroom environment by creating boards, banners and corners. One of the most important aspects is creating fair and equal opportunities for all students. (P6, M, SS)

Equality in studies and task sharing should be ensured, students should emphasise their strengths and evaluate them with a holistic approach. (P10, M, SS)

The teacher should know that giving examples from their cultural values has a positive effect on students' learning. (P1, F, SS)

A world map can be created that highlights the countries of origin of students. (P13, M, PS)

By giving students an opportunity to give examples about their own culture, they can be a model for students' communication and respect for differences. (P7, F, SS)

Supporting students socially and academically

Participants suggested that teachers should give them a critical perspective to support students socially and academically, be role models to students, not keep their expectations low, create an environment in which students will express themselves, plan activities that will develop relationships among students, and make students feel valued by treating them with respect and equality. A few sample views expressed by the participants are given below.

... teachers should enable their students to examine educational processes, social problems, inequality and discrimination from a critical perspective. It is important to know that if teachers take into account different cultural values, students will be more motivated to learn lessons and achieve concrete meaningful learning, and that this situation will be compatible with their learning styles, and that their students will be able to gain high-level skills. (P1, M, SS)

Respecting and valuing students; With sincerity; By giving the student responsibility; By accepting information and accepting responsibilities beyond the day of the school and organisational variables for students; By helping them develop awareness about their beliefs, values and competencies; By giving them an open and flexible opportunity to express their thoughts and feelings; Supporting them to develop generally and develop trust, kindness, compassion and various talents; By allowing the students to search for their right in line with their interests and curiosity; By teaching ethnic, racial and cultural knowledge, identity and dignity; By providing thoughtfully engaging and personally related learning experiences. (P12, F, SS)

Environments should be created where students can express themselves easily. (P6, M, SS).

The teacher should not keep low expectations for the students, and they should provide feedback by giving equal answers to all students. Teachers should work towards students' goals and guide them. Teachers should deal with students and their families as personally as possible. Teachers should provide models for their students by showing that they value differences, the teacher should make students feel valued. (P5, M, SS)

From an academic point of view; teachers can teach students from different cultures, review the subject, create a special programme for them, realise the student's abilities and direct the student in this sense. Socially; the teacher can give the student social skills' training, apply the peer discovery system in the classroom, improve their friendship by doing small group studies in the classroom. (P2, F, PS)

Communicating with families of students with cultural differences

The majority of the participants stated that, while communicating with the families of students with cultural differences, the teachers should primarily respect their culture, cultural values and norms. In addition, the participants stated that visits to families, learning about families' backgrounds and educational experiences, and asking questions about their children by meeting with families more frequently, will contribute to the communication of the families with the teachers. Here are a few sample views of the participants.

Each student comes to the school environment with different cognitive schemes formed by the effects of language, religion and beliefs that their families and social environment have. Therefore, teachers should not ignore previous knowledge about cultural values. They should contribute to the process of structuring information for children. (P1, M, SS)

Teachers should have a close dialogue and interaction with the families of students with differences, be neutral in knowing and dealing with families, and ensure the participation and cooperation of families in the school environment. The teacher should meet with the students' parents frequently, and share information about them... (P9, M, HS)

Teachers should be sensitive to cultural differences in their communication style when communicating with their families. Teachers should help parents to get an idea of the educational goals they have set for the student and to be aware of the effects of belonging to different cultures on the student. Be aware that all parents contribute to the education process. When communicating with them, they should take into account cultural differences and respect their values. (P5, M, SS)

Teachers should manage the process by asking students about their family background, educational experiences, cultural norms and values, and should be in touch with the student's family and environment. (P13, M, SS)

DISCUSSION

The findings of the research indicate that the teachers first need to question themselves in order to be aware of their cultural backgrounds. This inquiry will enable individuals to relate their cultural background to the current cultural situation. In addition, teachers' contact with their family members,

researching their past, and researching their cultural heritage (tradition, custom) will also help them get to know themselves. This also means that individuals are aware of their socio-cultural background. In the study of Villegas and Lucas (2002), it is stated that awareness of the teacher's own culture and being socio-culturally conscious will help the individual to be influenced by factors such as ethnic origin, social class and language. In other words, teachers who are aware of their own culture will better understand what shapes their value judgements and lifestyle, so they will be more tolerant and understanding towards the culture of others. Similarly, Gay (2000; as cited in Gay, 2002) stated that teachers should be aware of their own cultural identities and prejudices in order to provide education based on cultural values. At this point, the teachers may ask themselves "who am I", "how does my cultural past affect my view of events" and "If I had a different cultural background, would I have the same values?".

It was stated that teachers should first visit families to get acquainted with students' cultural background and classroom activities should be planned. Weinstein et al. (2004) emphasised that it is important to visit families and thus learn about the family's cultural history, daily rituals, communication and relationship styles. Teachers can contribute to the development of more compatible school practices for families by sharing the cultural information they have acquired about families with other school staff (Rothstein & Trumbull, 2008). In this way, teachers will become acquainted with the learning resources of students and contribute to students' self-development by expecting high performance from students (Başbay & Bektaş, 2009). Culture is a reflection of how people continue their daily lives. For example, some people are happy to be together as a whole family at the weekend, while others prefer to do something on their own. This is not only a personal preference but also a reflection of cultural values (Rothstein & Trumbul, 2008). At this point, teachers can draw pictures to get to know the students better, try to understand the student's world through the pictures they draw, prepare a family album with the characteristics of the student's family, and research the culture that the students come from.

It is important for teachers to know their own culture and the students' culture in terms of planning the learning and teaching process and understanding students' learning styles. According to Guild (1994), getting to know the student, especially their culture, is important for facilitating and structuring successful learning for all students, and the success of students depends on their culture and learning style. However, the information obtained about different cultures should

not be used for categorising individuals or generalising them (Mishne, 2000). Sometimes teachers can be "colour blind" to be fair and impartial by ignoring the difference within the group (Nieto, 1994). Nevertheless, teachers should avoid these prejudices against cultural differences and include these differences in the education process.

Students want to see the reflections of their own culture in the classroom. Therefore, every culture in the classroom must be accepted and reflected in the classroom environment. According to the research findings, teachers can reflect cultural differences in the classroom environment by creating a culture corner where the characteristics of different cultures are presented, organising boards, giving examples from students' cultural values in the lessons, exemplifying cultural differences, and encouraging students to reflect their own culture. Shade et al. (1997) stated that having different cultures in the classroom environment will provide a sense of belonging to the student and provided examples for this. Accordingly, colours, clothes and pictures of different cultures can be used in the classrooms. A "welcome centre" can be created where students share their food. Music from different cultures can be played. Activities such as dance, drama and graphic arts that will develop students' creativity and spirit can be planned and shared. The physical layout of the classroom can be arranged in accordance with the students' cooperative learning and the students can be included in the class arrangements.

Another method that needs to be used to create a culturally responsive classroom is to support students socially and academically. Most teachers are culturally sovereign and expect students to behave according to the school's usual cultural standards. Teachers prefer to overcome their "cultural deprivation" and compensate instead of focusing on students' learning better. Instead, teachers who really care about students expect more performance from students, support students, and improve students' skills and academic success. This enables students to be accepted in the community and at school and liberates students (Gay, 2014). According to the findings of the research, teachers should be a role model to support students socially and academically. They should provide students with a critical perspective, have high expectations about students, create a positive communication environment in the classroom and make students feel valued. According to Blum (2005), when teachers create respectful and positive classroom communication, students are more connected to school. For a positive classroom communication, teachers can do group work, allow peer interaction, and the tasks they give students can increase students' success (Shade

et al., 1997). In this case, it affects students' academic success positively.

Finally, it was examined in the research how teachers with cultural differences should communicate with their families. Accordingly, it was suggested that teachers respect families' cultures, cultural values and norms, research their families' backgrounds and educational experiences, and see their families more often. According to Weinstein, Curran & Tomlinson-Clarke, (2003), cooperating and communicating with families is more important when their cultural background is different. Some families take more responsibility in the education process of their child, while some families take less responsibility in this regard. At this point, parents should be encouraged to help teachers. In doing so, teachers should respect cultural differences in the communication styles of families and students. Families are important in the child's cognitive and social development (Walker & Hoover-Dempsey, 2006), and therefore a two-way interaction between teachers and parents about school expectations and what students learn at home is very important (Rothstein & Trumbull, 2008).

CONCLUSION, LIMITATIONS AND IMPLICATIONS

This study sheds light on teachers referring to what teachers can do to create a culturally responsive classroom environment. Teachers may have problems with classroom management in classrooms with culturally diverse students. Therefore, classroom management sensitive to cultural values has become an important issue for all teachers. Culturally responsive class management is the reflection of pedagogy responsive to cultural values in the classroom. Culturally responsive pedagogy based on critical theory and racial identity theory advocates that the individual should have cultural awareness. According to Kulkarni, Stacy and Kertyzia (2020), in order to ensure equal opportunities in education, it is extremely important for teachers to have a culture-sensitive teaching approach.

Teachers must consider and draw on the cultural assets and perspectives of students, families, and communities in culturally responsive activities (Milner, 2019). At this point, one of the most important aspects of a culturally responsive classroom is the teacher's belief that culturally diverse students want to learn. Second, the teaching strategies and teaching behaviours used by the teacher attract students' attention and lead to an increase in academic success. Finally, a teacher should seek to develop teaching programmes and activities that prevent failure and increase success for all students (Montgomery, 2001). Therefore, teachers must first know their culture to create a class that is sensitive to cultural values. To ac-

complish this, teachers need to question themselves and examine how their cultural background influences their preferences, lifestyle and behaviour. Then they should start to get to know the students' culture by researching the culture of the student and contacting the families. In the communication process with the families, cultural differences should be respected, families should be sensitive to cultural communication styles and a two-way communication should be established with families. The sensitivity of the teacher to cultural differences will also be reflected in the classroom environment. At this point, the teacher can plan activities and group work that exhibit cultural differences in the classroom and encourage students by keeping their expectations high. As a result, the student will feel they belong to the class and help increase their academic success. This also means that the student is supported socially and academically.

The present work features limitations and further suggestions for future research. In this study, the aim was to investigate what teachers could do to create a culturally responsive classroom environment, to get to know students, to reflect cultural differences in the classroom environment, to support students academically and socially and to communicate with families. In future studies, it can be examined how class indicators (cstp-wa.org) that are sensitive to cultural values are reflected on the classes in practice. In addition, the components put forward by Weinstein et al. (2004) can be explored to create a class sensitive to cultural values. In this study, only the opinions of teachers are discussed. In future studies, a different perspective can be developed by taking into consideration the opinions of students and families with cultural differences. It is important to get the views of families in order to reveal mutual expectations (Rothstein & Trumbull, 2008). Taking the opinions of the students is important in terms of making the students feel that they belong to the class (Blum, 2005).

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Kako stvoriti kulturološki osjetljivu učionicu?

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Svrha ove studije jest ispitati mišljenja nastavnika o tome što se može učiniti kako bi se stvorilo kulturološki osjetljivo razredno okruženje. Upotrijebljen je fenomenološki obrazac, a u istraživanju je sudjelovalo 13 nastavnika volontera. Podaci su dobiveni standardiziranom tehnikom otvorenog intervjua. Pitanja za intervju sastojala su se od standarda poučavanja u kulturološki osjetljivoj učionici i zajedničkih komponenti utemeljenih na radovima Weinstein i sur. (2003) i Weinstein i sur. (2004). Prema nalazima istraživanja, nastavnici bi trebali preispitati kako njihovo kulturno podrijetlo utječe na njihove sklonosti, stil života i ponašanja. Da bi razumjeli kulturu učenika, bilo bi korisno da nastavnici istraže kulturu učenika i uspostave kontakt s njihovim obiteljima. U procesu komunikacije s obiteljima treba poštivati kulturološke razlike, biti osjetljiv na kulturne stilove komunikacije te s obiteljima postići dvosmjernu komunikaciju. Tada nastavnici mogu planirati aktivnosti i rad u skupinama koji će pokazati kulturne razlike unutar razrednog okruženja te postavljati visoka očekivanja svojim učenicima i održavati njihovu motivaciju.

Ključne riječi: kulturološki osjetljiva učionica, nastavnik, kvalitativno istraživanje, pokazatelji kulturološke osjetljivosti