DOKTORI (PhD) DISSZERTÁCIÓ

DOCTORAL (PhD) DISSERTATION

Gulya Nikoletta Mária

A többségi tanárok lehetőségei a fogyatékossággal élő emberekkel kapcsolatos szemléletformálásban: tanterv, tankönyvek és tanárképzés

The possibilities of mainstream teachers in raising awareness of people with disabilities: curriculum, textbooks and teacher training

2024

EÖTVÖS LORÁND TUDOMÁNYEGYETEM

PEDAGÓGIAI ÉS PSZICHOLÓGIAI KAR

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BUDAPEST

2024

Originality Statement

I hereby declare that I am the sole author of this doctoral dissertation, and the content within is my own. I have explicitly credited contributors (co-authors) for each study within the dissertation, both in the text and acknowledgments. All contributors (co-authors) have consented to the inclusion of our joint publications in the dissertation. Proper references have been provided for all supporting literature and resources. This dissertation has not been submitted for any other degree or professional qualification. However, certain sections of this work have been previously published in the *Education Applications & Developments VI Advances in Education and Educational Trends Series (Chapter 9),* the *International Journal of Educational Research Open,* the *International Journal of Educational Research,* the *Journal for Multicultural Education and* the *Research Papers in Education.*

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II. Nyilatkozatok

1. A doktori értekezés szerzőjeként[1]

a) hozzájárulok, hogy a doktori fokozat megszerzését követően a doktori értekezésem és a tézisek nyilvánosságra kerüljenek az ELTE Digitális Intézményi Tudástárban. Felhatalmazom a Neveléstudományi Doktori Iskola hivatalának ügyintézőjét Barna Ildikót, hogy az értekezést és a téziseket feltöltse az ELTE Digitális Intézményi Tudástárba, és ennek során kitöltse a feltöltéshez szükséges nyilatkozatokat.

b) kérem, hogy a mellékelt kérelemben részletezett szabadalmi, illetőleg oltalmi bejelentés közzétételéig a doktori értekezést ne bocsássák nyilvánosságra az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban;[2]

c) kérem, hogy a nemzetbiztonsági okból minősített adatot tartalmazó doktori értekezést a minősítés (………………dátum)-ig tartó időtartama alatt ne bocsássák nyilvánosságra az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban;[3]

d) kérem, hogy a mű kiadására vonatkozó mellékelt kiadó szerződésre tekintettel a doktori értekezést a könyv megjelenéséig ne bocsássák nyilvánosságra az Egyetemi Könyvtárban, és az ELTE Digitális Intézményi Tudástárban csak a könyv bibliográfiai adatait tegyék közzé. Ha a könyv a fokozatszerzést követőn egy évig nem jelenik meg, hozzájárulok, hogy a doktori értekezésem és a tézisek nyilvánosságra kerüljenek az Egyetemi Könyvtárban és az ELTE Digitális Intézményi Tudástárban.[4] (A *Fostering culturally responsive pedagogy related competencies among pre-service teachers: a systematic review of the recent research literature* című cikk 2025. januárig embargó alatt áll).

2. A doktori értekezés szerzőjeként kijelentem, hogy

a) a ELTE Digitális Intézményi Tudástárba feltöltendő doktori értekezés és a tézisek saját eredeti, önálló szellemi munkám és legjobb tudomásom szerint nem sértem vele senki szerzői jogait;

b) a doktori értekezés és a tézisek nyomtatott változatai és az elektronikus adathordozón benyújtott tartalmak (szöveg és ábrák) mindenben megegyeznek.

3. A doktori értekezés szerzőjeként hozzájárulok a doktori értekezés és a tézisek szövegének plágiumkereső adatbázisba helyezéséhez és plágiumellenőrző vizsgálatok lefuttatásához.

Kelt: Budapest, 2024. 05. 15.

a doktori értekezés szerzőjének aláírása

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[1] A megfelelő szöveg aláhúzandó.

[2] A doktori értekezés benyújtásával egyidejűleg be kell adni a tudományági doktori tanácshoz a szabadalmi, illetőleg oltalmi bejelentést tanúsító okiratot és a nyilvánosságra hozatal elhalasztása iránti kérelmet.

[3] A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a minősített adatra vonatkozó közokiratot.

[4] A doktori értekezés benyújtásával egyidejűleg be kell nyújtani a mű kiadásáról szóló kiadói szerződést.

Table of Contents

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Introduction

Social inclusion and the active participation of all individuals in society are essential for the protection of human rights and the preservation of human dignity. Nowadays, global migration processes within and across nation states, as well as the impact of equal opportunities movements on various minority groups, have led to a growing awareness of the need to focus on social diversity, which raises a number of issues at the societal level, including education (Kuusisto, 2017).

The approach of inclusive education, focusing on the mainstream school as a system (Csányi and Perlusz, 2001), originated as a professional and advocacy initiative associated with the emancipation movements of people with disabilities (Nagyné Schiffer, 2011), first took shape in a Canadian inclusive action plan (O'Brien and Forest, 1989). The major impetus for inclusive education came from The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), which articulated fundamental educational policy changes necessary for promoting inclusive education. It empowered schools to teach a diverse student population, primarily focusing on mainstream and students with special educational needs. Since then, the concept of inclusive education has broadened, shifting its focus not only to pupils with disabilities but also to those with diverse cultural, social, and other backgrounds.

Since the Salamanca conference, there has been a global proliferation of inclusive principles, leading to a paradigm shift in social policy discourse favoring participation over exclusion. Nevertheless, the social inclusion and participation of people with disabilities is still limited (KSH, 2016; 2022, European Commission, 2023), similarly for students with disabilities (Schiemer, 2017).

The aim of inclusive education is to ensure the successful and effective participation of all students in the teaching and learning process (Stubbs, 2008; Booth & Ainscow, 2016; Magumise and Sefotho, 2020). While considering different student categories is essential for the realization of equity, the nature of the concept of inclusive education is not categorical. Its goal is to provide effective learning opportunities for all students, with particular emphasis on personalized learning contexts (Opertti & Belalcázar, 2008).

In addition to its educational implications, inclusive education also has a socializing impact. The diversity present in the classroom provides students with the opportunity to prepare for adapting to the social processes of the world (Zilliacus et al., 2017). This means being able to live

together and respect and accept people who differ from them in certain aspects. Thus, the foundations for social inclusion can be established. However, the presence of a diverse student community in classrooms alone is not sufficient for the development of inclusive attitudes. Numerous studies highlight discriminatory attitudes towards minority students in schools, emphasizing the need for education that promotes the acceptance and respect of social diversity. The studies indicate that minority school students can experience exclusion and discrimination due their disability (Frostad and Pijl, 2007; Schiemer, 2017), or their ethnicity (Simons et al., 2002; Banks, 2016), and language differences (Howes et al., 2008). Another important factor in educating students for respect diversity is how the school responds to student pluralism through the design, methods, practices, teaching material and its learning environment. Education often lacks the integration of diversity-sensitive practices and traditional practices are not changed to meet the needs of diverse learners (Kuusisto, 2017). Research also highlights that the representation of social diversity is often missing in the content of curricula and textbooks, or stereotypical content is present (Weninger and Williams, 2005; Blumberg, 2008; Chu, 2015; Abu-Hamour et al., 2019). However, research results demonstrate that inclusive educational methods and practices that consider and respect learner diversity, along with the use of textbooks that relevantly represent diversity, can reduce students' prejudices and increase their acceptance of cultures and individuals different from their own (Kowalski, 2000; Campbell, et al., 2003; Marmer et al., 2010). Therefore, an important aspect in the issue of education for acceptance is, on the one hand, the inclusive features of the content of textbooks, and on the other hand, the competencies (knowledge, skills, attitudes) that teachers possess regarding learner diversity.

The studies included from the second to the sixth chapter focus on research in these two areas. In the first chapter of the dissertation we explore and define the theoretical background that encompasses our five studies, interpreting the concept of inclusion at various levels. Societal and educational policy perspectives on inclusive education are examined at the level of inclusive education, the institutional aspect at the level of inclusive schools, and the individual perspective in the context of inclusive pedagogy. We define the concept of disability and diversity and place them in the context of equality and equity. We then discuss changes in inclusion, the expansion of its dimensions, and its key legislative regulations. Subsequently, we review the interpretation of inclusion in terms of curriculum and textbook content, and explore their roles in the context of their

impact on the views and attitudes of students towards minority groups. Finally, we examine the role of teacher education in developing inclusive competencies of pre-service teachers.

In the second chapter, the results of the content analysis of the National Core Curricula (Finnish, Hungarian, Irish) on social diversity and multicultural education are introduced.

In the third and fourth chapters, we present our research on textbook content. The motivation behind researching the content of textbooks is the limited investigation, particularly in the Hungarian context, regarding the representation of disability in these materials. The aim of the second and third studies was to complement the results of international research by examining the representation of social diversity (specifically of people with disabilities) in Hungarian literature and foreign language (English) textbooks in the context of Hungary. Both studies employed content analysis method. In the English textbooks, the examination included the analysis of the pictorial and textual content, while in the literature textbooks, the analysis focused specifically on the literary works included in the textbooks.

The study presented in the fifth chapter examines the impact of textbook content on student attitudes. In the international literature, numerous studies have explored the disability-related content of textbooks, analysing its potential impact on learners' attitudes towards individuals with disabilities. While a few studies have investigated the influence of inclusive children's literature on students' attitudes, no research was found that examined the impact of textbook content containing negative stereotypes on students' attitudes towards people with disabilities in classroom settings. Therefore, the empirical research, conducted in the doctoral project investigated the impact of stereotypical (primarily negative) content present in textbooks on student attitudes, in classroom conditions. Our research sought to answer the question of whether the hypothesis, described by many researchers, that textbook content containing negative stereotypes about disability has a negative impact on students' attitudes towards people with disabilities can be justified.

The sixth chapter presents the role and possibilities of teacher education in relation to the teacher competencies needed to successfully engage all students in education. In the last thirty years, research in teacher education has focused on preparing pre-service teachers for culturally responsive perspectives and practices. Existing studies mainly examine how multicultural education programs impact pre-service teachers' attitudes, beliefs, and cultural awareness levels, showing positive changes. However, there is a gap in comprehensive analysis regarding the development of pre-service teachers' competencies, beyond attitudes, through culturally responsive

teacher training courses. Therefore, our systematic literature review, which is the fourth study in the dissertation, aims to explore opportunities in teacher education that help pre-service teachers in successfully developing their pedagogical competencies to respond effectively to student diversity.

The seventh chapter contains the general discussion where we present overarching conclusions and recommendations drawn from the studies.

Studies of the Doctoral Research

STUDY 1: Multiculturalism in the curriculum: A comparative analysis of the Finnish, Irish and Hungarian National Core Curricula

STUDY 2: Creating an image of people with disabilities in literature lessons

STUDY 3: Addressing disability representation in EFL textbooks used in Hungarian public education

STUDY 4: The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities

STUDY 5: Fostering culturally responsive pedagogy related competencies among pre-service teachers: a systematic review of the recent research literature

CHAPTER 1

Theoretical Background

Inclusive Education

Historically, the concept of inclusion, denoting mutual involvement, initially surfaced as a socio-political idea in political discussions in France during the mid-1970s in response to challenges facing the welfare state (Rawal, 2008). In educational contexts, the term was adopted in Canada in 1988 by a group of the American disability emancipation movement to characterize an enhanced form of integrated education (O'Brien and Forest, 1989). Subsequently, in Europe, the concept also occurred in educational relation, initially focusing on effectively educating children and students with disabilities within institutional settings (Papp, 2012).

The Education for All movement, which gained significant international attention and commitment during the World Conference on Education for All in Jomtien, Thailand (1990), served as a pivotal foundation for the realisation of inclusive education. The primary goal of the global initiative was to attain quality basic education for all children, young individuals, and adults by affirming the right to education as a fundamental human right for all people (Haddad et al., 1990). At the Salamanca Conference in 1994, which aimed to achieve the mandatory policy changes necessary for the Education for All program, inclusive education as a pedagogical approach was placed into a global context as governments and international organizations supported the endeavour (Pijl et al., 1997). The conference, which addressed the issue of inclusive education from the perspectives of legislation, documents regulating the content of education, educational management, teacher training, rehabilitation and the community (Csányi and Zsoldos, 1994), focused primarily on students with special educational needs, but also identified other groups of pupils with other different characteristics. The Statement and Framework for Action on Special Needs Education declared the fundamental right of every child to education and emphasized that schools should consider the individual characteristics, interests, abilities, and learning needs of students. Furthermore, it advocated for every child to have access to a school capable of providing education tailored to their learning needs, within the mainstream classroom.

The concept of inclusive education encompasses the principles of equality and equity. It achieves this by prohibiting discriminatory practices that lead to disadvantages and affirming the necessity for equal treatment. In addition, it involves taking targeted actions to support learners facing disadvantages, helping them overcome challenges. The fundamental right to education is central to inclusive education and is codified in various international declarations and conventions. These instruments play a crucial role in fostering socio-political commitment to the principles of inclusion. International legal instruments' contents can be interpreted and adapted to fit national specificities, offering a solid foundation for developing inclusive principles at the national level (UNESCO, 2005). The 1948 Universal Declaration of Human Rights states that everyone has the right to (primary) education, and the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (United Nation, 1993) calls for the education of children with disabilities to be an integral part of the education system in UN member states. The United Nation Convention on the Rights of the Child (United Nation, 1989) and the World Conference on Education for All (1990) supported by the global community, established the right to education for everyone.

Striving for inclusive education and implementing the process of inclusion requires changes at various levels, including organizational, curriculum, teaching and learning practices, as well as monitoring and evaluation processes. For an educational institution to undergo transformation not only in theory but also in practice, it is necessary to develop strategies, timelines, monitoring, and evaluation procedures, among other elements (Vaughan & Bertana, 2021). Practical implementation is also supported by different models of inclusion (Varga, 2015).

The implementation of inclusive education at the institutional level can be associated with the term inclusive school. The inception of the concept of an inclusive school is rooted in the social model. The social model states that the obstacle to inclusion does not lie within the student but within the educational system. Therefore, changing the processes hindering mutual inclusion at the school level and developing strategies for this purpose are institutional tasks (Booth and Ainscow, 2016). The staff of the inclusive school actively works for the students attending there, ensuring successful learning progress for them through individually differentiated, diverse methods and flexible curriculum requirements (Csányi et al., 1994) and strives to minimize all barriers for every student (Booth & Ainscow, 2016).

The Inclusion Index: a guide to school development led by inclusive values (Booth & Ainscow, 2016) is a versatile self-evaluation indicator system designed to facilitate the

advancement of inclusion in schools. It outlines key aspects of inclusion and helps schools in assessing their position in the journey towards greater inclusion and reduced exclusion. In doing so, it effectively supports the transformation process into an inclusive institution. The Index underscores that inclusive schools, beyond elevating student achievement, play a crucial role in community building, values development, fostering respect and recognition among school community members, and promoting education for acceptance. Therefore, they are a key component of social inclusion (Booth & Ainscow, 2016). This implies that an inclusive school serves as more than just a venue for the academic achievement of all students; it also plays a crucial role in influencing students' perspectives on social diversity.

The synthesis of research on the institutionalisation of diversity initiatives has led to the Inclusive Excellence approach, which emphasises the exploitation of the resources of a diverse learning community (Milem et al., 2005) by consciously integrating their diversity efforts into the core aspects of their institutions. This approach aims to create a learning environment that enables all students to achieve high levels of performance and academic success, recognizing that the presence of diversity within the institution can genuinely enrich the learning environment. It underscores that for academic success among all students, diversity should be a fundamental and meaningful element of academic excellence (Williams et al., 2005). In this context, inclusion requires actively and intentionally embracing diversity throughout the curriculum, co-curricular activities, and diverse communities to which individuals may belong. This involvement aims to raise awareness, broaden content knowledge, promote cognitive sophistication, and enhance empathic understanding of the complex interactions among individuals within systems and institutions (Albertine, 2011).

Since Hungary's accession to the European Union, inclusion has become a declared European educational policy objective that also shapes domestic educational policy. To effectively implement developments aimed at inclusive public education, it is necessary to support institutional-level innovations and school developments accompanied by research, as these make visible the local processes and the outcomes of the development. Through controlled school development facilitated by research, a series of contributions can be made to prepare for further system-level development processes (Nagyné Schiffer, 2011). In the context of efforts towards creating inclusive learning environments in Hungary, it is important to highlight the concept of adaptive schools (Rapos et al., 2011). This concept describes the adaptation to diverse student

needs as a process infused with interactive, flexible pedagogical activities, where processes of change, reflection, and innovation dynamically interact. The process emphasizes both the role of the institution and the teacher (Rapos & Lénárd, 2008) by tracking new challenges induced by environmental changes and providing innovative responses on the institutional level, while the practical implementation falling within the responsibility of the teachers. In this way, adaptive schools respond to the individual needs of learners, but also to the needs of society and are able to continuously innovate along these lines (Rapos et al., 2011).

One prerequisite for establishing educational equity is the transformation of pedagogical culture, a process significantly supported in Hungary by the Integration Pedagogical System initiated in 2003 (Fejes & Szűcs, 2018), involving more than half of the public educational institutions (Híves, 2016). The aim of this educational framework and toolset, which enhances the pedagogical opportunities for inclusive education, is to reduce the disparities in opportunities for disadvantaged children and students within Hungarian pedagogical practice (Varga, 2018). In the Integration Pedagogical System program, institutions participate through applications, whereby they are supported in organizing integration preparation and skills development activities. The legal regulations providing the legal basis for the program (Decree 57/2002 (XI.18.) of OM, Decree 11/1994 (VI. 8.) of MKM and the related ministerial communication from 2003) prescribe the direction of necessary developments for institutions participating in the program. These developments require institutional interventions aimed at establishing an inclusive pedagogical environment and implementing the principles and practices of inclusive education at the institutional level. The framework does not provide specific educational content but offers innovative pedagogical approaches and practices that different from traditional methods. These approaches, supported by external experts, help to the develop inclusive and supportive practices tailored to the characteristics of a particular educational institution and the needs of its students. The success of the program and its effects have been confirmed by a number of research studies, primarily manifested in student performance levels and the degree of added pedagogical value (Kézdi and Surányi, 2008; Papp Z., 2013; Varga, 2015b).

The concept of the Inclusive University is based on international experiences but tailored to Hungarian conditions (Varga, 2015b), which ensures the evaluation and development of inclusive practices at the university along a model. It builds on the possibilities of diversity and supports the personal development of all students. Beyond involving all students, the system places

three priority groups at the forefront of equity: disadvantaged students, international students, and students with disabilities, who receive support tailored to their specific needs during their university studies to enable them to excel academically to the fullest extent possible. Supportive interventions occur at the systemic level, encompassing input, process (training), and output levels. At the input level, a key objective is to increase the diversity of students at the university, which involves supporting the entry of targeted groups into the university while considering equal opportunities. At the process level, the university establishes the conditions for the operation of the inclusive system and implements equity interventions when necessary (Varga, 2015b). At the output level, the effectiveness of all three levels is measured with the Inclusive Excellence Index, which is then compared with macro-level data. One measurable criterion of success is when student performance results show minimal variance concerning individual characteristics and macro-level data.

Inclusive pedagogy encompasses the incorporation of diversity considerations into lessons, classroom activities, curricula, and assessments, aiming to involve every student in meaningful, relevant, and easily accessible learning experiences. Compared to traditional pedagogy, it implies a shift in approach from teaching majority and special learners in different ways to creating a rich learning environment, with lessons and learning opportunities that value classroom diversity and respond to individual needs to ensure participation in school life for all (Florian and Black-Hawkins, 2011). Therefore, inclusion is realized at the personal level as well because inclusive pedagogical methods and strategies facilitate every individual and group in the school to feel addressed and involved in communal activities.

Literature provides a number of different definitions of inclusive pedagogy (Krischler et al., 2019), which are similar in terms of the basic concept but different in terms of focus areas. One classic example of this is that in the United States, the multicultural approach is prominent, as the concepts of inclusion and diversity have been closely intertwined from the beginning (Varga, 2015a). Therefore, the emphasis on inclusion primarily focused on also ethnic minorities (indigenous people, immigrants). The framework of inclusivity through pedagogy has been delineated by scholars in the field of multicultural education (Sleeter and Grant, 2006; Nieto and Bode, 2008; Banks, 2016; Gay, 2018). Advocates of culturally responsive teaching (Gay, 2018), also known as culturally relevant pedagogy (Ladson-Billings, 2009), assert that teachers ought to incorporate the experiences and viewpoints of students within the classroom setting. This entails being responsive to varied racial, ethnic, linguistic, and socioeconomic backgrounds in creating

curriculum, learning tasks, classroom atmosphere, instructional resources, teaching methods, and evaluation processes (Gay, 2018).

Inclusive education, as well as multicultural education, thus had different origins and initially targeted different groups. However, during their development, there emerged a need for both approaches to interpret their pedagogical principles not only narrowly, in terms of the initial target group, but also to increasingly involve broader social groups who are at risk of exclusion. Regarding inclusive pedagogy, in the thirty years since the Salamanca Conference, the interpretation and approaches to inclusion and inclusive pedagogy have undergone various changes from both scientific and policy perspectives (Varga, 2015a). Booth and Ainscow (1998) argued that inclusion should not be limited to the education of people with special needs, because those at risk of exclusion may include people who are not in the special needs group. This recognition led to the expansion of target groups within the focus of inclusion (Evans, 2007), as outlined in various documents resulting from the increasing breadth of scientific research on groups at risk of exclusion (e.g., Dakar Framework for Action, 2000; UNESCO Guidelines for Inclusion, 2005; UNESCO Policy Guide for Inclusion, 2009; UN Sustainable Development Goal 4, 2015). Inclusive education can now be considered a process that responds to the diverse needs of every child and student, whether they have different abilities, belong to various social, cultural groups, or are at risk of marginalization for other reasons.

Differences regarding the target group emerge in various inclusion definitions used in scientific research (Nilholm & Göranson, 2017). Consequently, literature distinguishes four distinct concepts of inclusion (Göransson & Nilholm, 2014). In the first definition (Placement definition), inclusion refers to placing students with disabilities into mainstream education. The second concept (Specified individualised definition) also involves recognizing and supporting the academic and social needs of this target group. In the third concept (General individualised definition), there is an expansion of the target group, as it is no longer limited to students with disabilities; rather, it encompasses considering the academic and social needs of all students in education. These three concepts place a much stronger emphasis on the individual rather than the community (Göransson & Nilholm, 2014). In the fourth conceptualisation (Community definition), the definitions are based on the idea that inclusion involves building communities within the school. Regarding the target group, the first and second definitions place inclusion within the scope of special education, while the third and fourth concepts align it with the general education

discourse (Göransson & Nilholm, 2014). Different approaches lead to diverse school practices, as differences in perceptions affect the concept of what schools need to achieve and implement in order to realize inclusive education (Nilholm & Göranson, 2017).

Similar changes can be detected in the development of multicultural education. The emergence of the concept can be traced back to the 1920s, when transformative paradigm appearing in the USA, which argued for the rights of different social groups to practice their own cultures and set the common goal of achieving cultural democracy (Kallen, 1924). Then, in the 1930s, the United States witnessed the emergence of an educational initiative aimed at helping immigrant students in adapting to American life while preserving elements of their ethnic heritage and identity. This endeavour, called the intercultural education movement, later in the 1940s intergroup movement, gained increasing prominence, with the overarching goal of fostering their efficacy as citizens of the commonwealth (Montalto, 1982). Following this, in the 1960s, as a result of the civil rights movements of the African American population, the ethnic studies movement emerged, leading to the inclusion of ethnic related content in books, films, and eventually in curricula as well (Banks, 2002). The focus on the African-American population as a target group has broadened to include other ethnic minority groups (Mexican-Americans, Asian-Americans, Puerto Ricans). The next step in multicultural education was led by the recognition that the inclusion of curriculum related to ethnic groups in education is necessary but not sufficient for implementing comprehensive reforms (Torgyik & Karlovitz, 2006). As a result, multiethnic education emerged, which aimed to address the special needs of students from ethnic minorities and promote acceptance among majority students (Banks & Shin, 1981; Gay, 1983). All of this meant systematic and comprehensive reforms in primary schools, colleges, and universities, aiming to achieve a more democratic educational system that ensures greater equality for all students (Gay, 1983). In parallel with the widespread of multicultural education, many social groups, including women and people with disabilities, have become involved in human rights movements and have asserted their rights to education. In the 21st century, this process continued, involving an increasing number of other minority groups in human rights movements. Thus, multicultural education gradually became interdisciplinary, as it no longer solely focused on the rights and education of ethnic minorities but extended its inclusive pedagogical principles to a wider range of target groups. Multicultural education now encompasses various dimensions of social diversity, including gender, ability, health, age, sexual orientation, gender identity, race, ethnicity, culture, religion, language, and

socio-economic status (Grant, 2014). In Europe, the term interculturality has become widespread, which, advancing beyond the term multiculturalism, emphasizes the interaction between social groups (Rey von Allmen, 2011). However, in the dissertation, we use the concept of multiculturalism, as in the field of education, this is the most widely used term both in the USA and in Europe to refer to education addressing social diversity (Csereklye, 2012).

As a result of their historical development, expansion of target groups, and extension of goals to encompass entire institutions, inclusive education and multicultural education have evolved into comprehensive whole-school approaches with the same target groups, objectives, and pedagogical principles. Both concepts are characterised by rejecting the principle of normality, emphasizing value neutrality, respecting student diversity, and upholding the principle of inclusion. They share two main goals, one of which is to ensure equal opportunities and equity for all learners in education by adapting to the diverse needs of learners (Sleeter, 2012; Booth & Ainscow, 2016). Another of their common goal is the focus of our dissertation: fostering mutual acceptance and respect, that is, helping students acquire competencies needed to live successfully in a pluralistic, democratic society (Booth & Ainscow, 2016; Banks, 2016).

Diversity and Discrimination in Society and Education

Diversity has always been a feature of human societies (Rizvi, 2011). Most European states were able to maintain the illusion of the nation-state ideology of homogeneous social and cultural composition until the 1960s (Vandenbroeck, 2007), however, the impact of economic growth and population movements induced by decolonisation challenged the discourse of homogeneity and pointed towards another discursive construct, that of social diversity (Berting, 2007). Over the past decades, the topic of social diversity has also become a central issue for educational institutions (Brown, 2008), and the general discourse on the student population has shifted from emphasizing homogeneity to increasing student diversity (Holm & Londen, 2010).

In social terms, diversity, as a concept encompasses the idea that society is composed of numerous different groups who live together (Cerna et al., 2021). According to Sliwka (2010: 213), "the paradigm of heterogeneity perceives difference as a challenge to be dealt with actively, diversity as a systemic paradigm perceives difference as an asset". Diversity include various dimensions, referring to the difference among individuals and groups, which can be associated to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical

ability, class, and immigration status (UNESCO, 2017). The dimensions of social diversity have been expanding since the concept first emerged, initially including racial/ethnic diversity and subsequently expanding to encompass women and individuals with disabilities (Peterson, 1999). Contemporary educational-related terminology encompasses various dimensions, including culture, language, ethnicity, gender, social class, religion, citizenship, age, and different abilities (Prengel, 2007; Varga, 2015). A diverse student population therefore signifies that students occupy different positions within the social stratification, characterized by distinct traits, needs, and preferences. The conventional form of education, which lacks responsiveness to learner diversity, proves inadequate in addressing the varied needs. As a consequence, certain groups of learners may struggle to meet educational demands, access the benefits of education, or integrate into the learning environment (UNESCO, 2005). Consequently, individuals within these groups may face disadvantages or marginalization due to their specific characteristics, with their needs and demands frequently taking a subordinate position to those of the majority group. Booth and Ainscow (2016) argue that barriers to full participation in education, stemming from issues with human relations, difficulties with the curriculum, or a sense of being undervalued or stigmatized, pose a threat of exclusion and marginalization.

The diverse social structure, as illustrated by the example of education, does not imply that all social groups can participate in societal processes to the same extent and quality. Despite the societal policies of the last three decades increasingly supporting inclusion over exclusion, acceptance and social participation of various minority groups are still limited. As an example, I would like to highlight the group of people with disabilities, as the focus group of my dissertation, the prejudices associated with them, as well as the results of research regarding their social inclusion.

Disability is a social issue affecting a wide range of the population. People living with disabilities make up 15% of the world's population (WHO, 2020), while in Hungary, there are 273,558 people living with disabilities, which is 2.1% of the population (KSH, 2022).

Disability is a dynamically changing, complex, multidimensional concept, the interpretation of which depends on the current perspective, strategy and goals of the country, discipline, scientific discourse and legislators (WHO, 2011). According to the World Health Organization's 2011 definition, it is an umbrella term that encompasses individual impairments,

restricted activities and a person's involvement in interactions with his or her social environment. In the dissertation, disability is understood according to this definition.

The definition is based on a bio-psycho-social model of disability, in which three domains - impairments in the structure or functioning of the body, limitations in the performance of various activities, and barriers to participation in any aspect of life - interact (WHO, 2011). The model also states that these three areas are determined by the individual's health, psychological characteristics and different environmental factors.

Health conditions are diseases, injuries and disorders, disability is the result of interactions between health conditions and related factors. Environmental factors describe the environment and societal context in which people with disabilities have to live and work. These factors encompass various elements such as tools and technology, the natural and constructed environment, interpersonal relationships, attitudes, service delivery systems, and legislative frameworks. In terms of their nature, from the perspective of the individual in question, these factors may possess facilitative or limiting characteristics (WHO, 2011). Among the personal factors, we can include motivation or self-esteem, which can have a significant impact on an individual's participation in society (WHO, 2011).

According to Hernádi (2014), defining disability always provides insight into a particular society and its relationship to normality. From the perspective of disability studies, disability can be interpreted through the lenses of (a) the moral model, (b) the medical model, (c) the social model, and (d) the human rights model (Könczei & Hernádi, 2011).

The origin of the moral or religious model dates back to the Middle Ages. This model interprets disability as a punishment inflicted by an external force, the consequence of an original sin committed by the disabled person himself or by one of his ancestors. According to the moral model, disability is a problem or stigma of the individual that can lead to social exclusion (Könczei & Hernádi, 2011). This perspective reflects a predominantly negative attitude. Nonetheless, despite this negative perception, the act of caring for people with disabilities was considered an exceedingly significant moral obligation. However, according to this model, caregiving does not entail treating individuals as equals; individuals with disabilities are perceived as occupying a lower position in the social hierarchy compared to non-disabled individuals (Könczei & Hernádi, 2011). In modern times, this kind of approach to disability may seem outdated; however, it is often present in everyday thinking and language usage (Amponsah-Bediako, 2013).

The medical or medical model of disability emerged during the Renaissance. This approach interprets disability as a consequence of physical or mental impairment in the individual, perceiving it exclusively as an issue inherent to the individual with the disability. It is also referred to as the deficit-oriented model because it focuses exclusively on the deficiencies and limitations of the individual's psychological or somatic functions, disregarding the mutual relationship between the individual and their environment. It considers disability as a medical issue that inevitably requires correction to make the condition of the person with a disability as close to normal as possible (Molden & Tøssebro, 2012). In this perspective, disability remains an individual's issue, but it is no longer static as it was during the era of the moral model; rather, it can be changed and improved with medical technology. In this context, prevention and treatment are paramount, aiming to achieve or approach the physical and mental states deemed normal by society in the most effective way possible (Titchkosky & Michalko, 2009).

The social model of disability was developed by the Union of the Physically Impaired Against Segregation (UPIAS), a British disability rights organisation. The model describes disability as a condition caused by social circumstances; that is, as a consequence of environmental, social and attitudinal barriers that create obstacles to the active participation of people with disabilities in social life (UPIAS, 1975). This approach defines disability as a social construct and emphasizes society's responsibility for the existence of disability. While the medical model seeks to change the individual with a disability, the social model, in contrast, emphasizes that it is society and societal attitudes that need to change. The emergence of the social model perspective was influential in two significant aspects. Firstly, it enabled the development of political strategies focusing on the societal barriers causing disability. Secondly, it empowered individuals with disabilities to find their voice, gain strength, and perceive themselves differently. As a result, it sparked the fight for equal citizenship rights of people with disabilities (Shakespeare & Watson, 2001).

The perspective on disability based on human rights emerged as a result of the human and civil rights movements unfolding in the latter half of the 20th century. According to the human rights model, disability is viewed as a socio-political construct. As a result of strategies employed by various disability rights activists and social movements advocating for human and civil rights, fundamental human rights, including the guarantee of inherent freedom and the respect for human

dignity, have been incorporated into international and national laws and regulations to protect individuals with disabilities (Könczei & Hernádi, 2011).

Therefore, the relativity of the concept of disability is contingent upon the bio-psycho-social determinants of individuals, and throughout history, there has been a shift from emphasizing the psychological or somatic deficits associated with disability towards a needs-based approach (Papp, 2012). This change implies a continuous transformation of social attitudes towards the realisation of an inclusive society, while at the same time consolidating the principle of the importance of participation, including in the public education (Pongrácz, 2017).

Hungary has taken significant legislative steps over the past 30 years to improve the quality of life, promote independent living, and enhance social integration for people with disabilities. Among these regulations, the Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities, the UN Convention on the Rights of Persons with Disabilities ratified by Act XCII of 2007, and the National Disability Programs (NDPs) can be highlighted. The narratives within the legislative framework prominently emphasize the aim of promoting positive changes in societal attitudes towards people with disabilities, activities aimed at improving the quality of life for people with disabilities and their families, as well as opportunities facilitating the active participation of people with disabilities in social life. Nevertheless, data on the living conditions and social inclusion of people with disabilities indicate that their social participation is highly limited. A survey conducted by the Central Statistical Office shows that 84 percent of the population living with disabilities feel restricted in some area of life (KSH, 2018). The results of the survey also highlight that 59 percent of people living with disabilities encounter limitations in everyday life, 50 percent face challenges in transportation, and 25 percent experience difficulties in employment or education. The 2022 census data further support the heightened risk of social exclusion for people with disabilities by revealing that their employment rate lags behind the overall population by 25 percentage points. The development of social inclusion significantly depends on the community's level of tolerance towards diversity, its attitudes, and prejudices regarding people living with disabilities (Bass et al., 2009). According to the 2023 Eurobarometer data, 49 percent of the EU population believes that people living with disabilities face discrimination in some area in their country, and 43 percent of respondents think that disability could be a disadvantage in employment. In Hungarian context, the survey shows that 50 percent of the Hungarian population believes that widespread discrimination against people living with

disabilities exists in the country (European Commission, 2023). Although showing a decreasing trend compared to the 60 percent measured in 2015, Hungary still ranks 9th among member states (European Commission, 2023). In the rankings of surveys that examine the personal views of the population regarding the social status and inclusion of people living with disabilities, Hungary ranks second to last among the 27 EU member states. According to the survey data, nearly half (53%) of the Hungarian population can only imagine a person living with disabilities holding a high-status political position (EU 27 average 78%), 67 percent can identify with the idea of having a coworker with a disability (EU 27 average 85%), and only 44 percent of respondents would accept their child having a partner with a disability (EU 27 average 70%). Within the population living with disabilities, there is a significantly higher incidence of accumulated discrimination compared to the national average. The most characteristic sources of discrimination for people with disabilities have been found to be employment and social and healthcare services (Neményi et al., 2019).

A similar situation exists for children with disabilities as well. According to a UNICEF report, the group of children living with disabilities is one of the most marginalized and excluded social groups, least able to assert their basic rights (UNICEF, 2013). The report also highlights that negative discrimination towards children with disabilities does not stem from the nature of the children's disabilities but rather from a lack of understanding and knowledge about its causes and consequences, fear arising from unfamiliar differences, and the stereotypes related to disabilities (UNICEF, 2013). International research on the school integration/inclusion of students with disabilities shows similar results. The results highlight that nearly half of the students with disabilities attending integrated institutions feel lonely due to a lack of social relationships and struggle to fit into their classrooms (McDougall et al., 2004; Erevelles, 2011; Schiemer, 2017; Symeonidou, 2018).

In Hungary, the conditions for the integrated, later inclusive education of students with special educational needs and the promotion of their social integration were established by the Public Education Act of 1993, and this endeavor was further reinforced by the Public Education Act of 2011. According to the statistical data from the Central Statistical Office for the 2022/23 school year, 8.3% of children in Hungarian primary schools have special educational needs (60,000 individuals), among whom 43,000 study in integrated settings (6% of all primary school students). In the Hungarian context over the past two decades, numerous studies have examined the success

of the school integration of students with disabilities. The results of the studies indicate that although the legal framework for integrated education is provided for students with special educational needs, students with disabilities do not feel safe within the school community. They often find themselves in marginalized, sometimes excluded situations, without friends or helpers (Torda, 2004; Somorjai, 2008; Perlusz, 2008; Alt, 2008; Majoros, 2009; Szekeres, 2012). Pongrácz (2017) measured the attitudes of majority pupils towards children with disabilities in six randomly selected Hungarian primary and secondary schools. The results of the study show that Hungarian students scored lower than the average scores in international studies, indicating a more negative attitude towards their peers with disabilities.

In an equity context, the notion of social diversity emerged in a 1978 court ruling aimed at addressing discrimination based on racism, prompting the implementation of affirmative action measures (Foster, 1993). Affirmative action, primarily focused on addressing adverse discrimination through enhanced opportunities, is grounded in the conceptual principles of equality and equity (Peterson, 1999). These concepts, when combined, assume and contribute to the creation of an inclusive social environment (Varga, 2015).

The social inclusion of people living with disabilities is greatly hindered by the fact that the mainstream society lacks relevant information regarding the topic of disabilities (Connor and Bejoian, 2014). Beliefs and misconceptions about disability can be reinforced by (educational) institutions by not giving them sufficient attention and emphasis in the curriculum, so that they cannot be clarified (Ware, 2001). One of the manifestations of exclusion that can contribute to a lack of understanding and acceptance of people with disabilities is the absence of representation of people with disabilities in mainstream school settings, curricula and teaching materials (Favazza et al., 2017).

Integration of inclusive content: Curriculum, Textbooks

Emphasizing the overarching goal of promoting inclusion and advancing inclusive education, school curricula and textbooks play a crucial role from various relevant perspectives. Since the turn of the millennium, there has been a growing emphasis on inclusive curricula in education, underpinned by the idea that these curricula better meet the needs of all learners and reflect student diversity (Nind et al., 2005). However, this not only meant that curricula were adapted to the needs of a diverse student population, but also highlighted the necessity to ensure

that diverse social groups were adequately and qualitatively represented in the content of teaching materials, textbooks and other learning tools, not only from a majority perspective, but also with their own voices heard. This curricular perspective was also prompted by the principle that inclusive schools not only facilitate academic progress for all students but also provide an education that promotes respect and appreciation for the diversity surrounding them (Booth & Ainscow, 2016). The concept of utilizing the education system to foster tolerance and respect for diversity is grounded in two key documents: The Universal Declaration of Human Rights (1948) and the Convention on the Rights of the Child (1989). The latter asserts that formal education should not only be free from discrimination but should also strive to instill respect for children's parents, their cultural identity, language, and values, as well as for their national values and civilizations different from their own. The convention also emphasizes that children should receive education in "a spirit of understanding, peace, tolerance, equality of the sexes and friendship among all peoples, ethnic, national and religious groups and persons with indigenous origin" (p.29,1d). Creating an inclusive environment can be achieved by choosing texts that reflect diverse perspectives. Hurtado et al. (2012) discovered that academic validation was more pronounced in courses incorporating materials addressing privilege, race/ethnicity, or gender. Additionally, courses fostering intensive dialogue among students from varied backgrounds exhibited higher levels of academic validation.

Our cultural upbringing significantly shapes our attitudes and behaviors toward specific societal groups (Ostrosky et al., 2015). The knowledge children acquire about the diverse people in the world significantly shapes their growth and the type of adults they will become. This understanding plays a crucial role in whether they evolve into confident, secure individuals who value and respect diversity, or into adults who harbor hostility and fear towards others due to ignorance (Baker, 1994). Acceptance of diversity hinges on understanding. Fear often arises from a lack of understanding, and this fear can manifest as hostility. Lack of adequate knowledge about members of a diverse society can often lead to stereotypes (Connor & Bejoian, 2007). Teaching students about the various features of different members and groups of the society diminishes their fear and fosters their curiosity and acceptance instead (Baker, 1994). Encouraging exploration into the reasons behind diverse appearances, clothing, language, and behavior can transform mistrust into understanding and appreciation. However, students who lack information about diversity may be susceptible to opinions expressed in various sources, such as the news media, television programs, advertising and books. These influences may frequently sustain negative stereotypes.

Educating children about diverse cultures additionally help them in developing a more profound comprehension of their own way of life (Baker, 1994).

The significance of textbooks in education is indisputable. Despite the proliferation of e-learning materials, traditional textbooks have consistently maintained their crucial role in accomplishing educational objectives across various subject areas, remaining an essential component of education at all academic levels (Curdt-Christiansen & Weninger, 2015). Textbooks constitute an integral facet of school education, with students dedicating a substantial portion of their study time to these materials (Blumberg, 2008). Globally, textbooks are indispensable components of school curricula, serving as the authoritative source of knowledge for respective academic subjects (Shannon, 2010). Additionally, as social constructs, textbooks also function as significant repositories of cultural elements (Wen-Cheng et al., 2011). Textbooks operate as influential socializing agents, imparting latent messages about society to learners and transmitting societal values (Crawford, 2004). They embody the predominant values, norms, and attitudes of a society (Apple, 1987) and depict relationships deemed as natural and fitting (Sleeter and Grant, 1991). Textbooks assume a pivotal role in constructing a portrayal of a specific social group through textual and visual representations, exerting influence on the cognitive and attitudinal development of students (Evans & Davies, 2000). Consequently, evaluating the quality of textbook content from diverse perspectives has to be a critical consideration in educational contexts (Gay, 2013).

The integration of content representing minority groups in textbooks can function as a mechanism for shaping education. Such an approach has the potential to foster respect for social diversity, promote social inclusion, and engender equality (Alves & Lopes dos Santos, 2013). The inclusion of diversity-related content in textbooks holds the potential to cultivate an effective and inclusive learning environment for all students, serving a dual purpose. Specifically, for students from different minority groups, this aspect of the curriculum assumes an important role in fortifying their positive self-identity by establishing connections with characters who share similar experiences and also serving as a motivational force in their academic pursuits (Blaska, 2003; Ferguson, 2006). Simultaneously, these components contribute to imparting adequate knowledge about individuals from different minority groups encompassing diversity dimensions to all students, thereby facilitating a reevaluation and reconstruction of prevalent stereotypes and dispelling widespread misconceptions (Leininger et al., 2010). Furthermore, they play a crucial

role in fostering the development of ethical and moral principles for the assessment of individual differences (Alves & Lopes dos Santos, 2013).

Before 1970, textbooks seldom featured images depicting diversity (Britton & Lumpkin, 1977). The shift in attitudes, catalyzed by the enactment of the Civil Rights Act of 1964, prompted the inclusion of images representing diversity, including minorities and females (Marshall, 2002).

Dervin et al. (2015) suggest that contemporary international studies on diversity in textbooks generally align with four predominant trends. These include (a) analyses of diversity in general, (b) examinations of diversity within the context of citizenship education, (c) evaluations of language and culture representation in English textbooks, (d) and investigations into the role of textbooks in fostering the development of intercultural competence and/or empathy. Research covers a number of diversity dimensions including aspects such as gender representation (Kereszty, 2009; Ullah et al., 2014), sexual diversity (Höhne & Heerdegen, 2018), migration and immigrants (Grabbert 2010; Hintermann et al. 2014), religion (Kröhnert-Othman et al., 2011; Gürsoy, 2016), Africa and African people (Marmer et al., 2010), specific ethnic or religious minorities (Noboa, 2006), national minorities (Senegacnik, 2012) or disability (Reihenberg, 2017). Literature shows that textbooks often present social diversity as an exception rather than a commonplace reality. Diversity is predominantly framed as a factor challenging social cohesion, depicted as a potential source of conflict (Niehaus, 2018). According to Gollnick and Chin (2021), almost half of the population is not reflected in the curriculum of most schools or textbooks. Research results indicates that contemporary textbooks rarely contain explicit discriminatory or racist representations (Niehaus, 2018). However, implicit stereotypical and exclusionary content persists (Terestyéni, 2005; Arikan, 2005; Schissler 2009; Ullah & Skelton, 2013; Gulya & Fehérvári, 2021; Cserti Csapó, 2023), so textbooks have been criticized for the stereotypic views they portray (Good et al., 2010). Some demographic groups, such as the Roma people (Trbojević et al., 2023), individuals with disabilities (Pogorzelska, 2016), and women (Czachesz et al., 1996; Arikan, 2005; Peák & Czachesz, 2020), are either underrepresented or entirely absent in textbooks. When depicted as supplementary rather than integral components of textbooks, certain social groups are not perceived as part of mainstream society. Consequently, students may regard certain groups, with whom many may identify, as outsiders on the margins rather than productive, indispensable members of society (Adamson, 2013).

Textbooks go beyond teaching learning skills; they subtly communicate positive or negative attitudes to students, covering aspects like race, gender, and ethnicities (Britton & Lumpkin, 1977). They play a crucial role in shaping student attitudes by conveying information (Schulz, 1987). Students, trusting textbook content and authors, often perceive this information accurate and authentic (Gay, 2010). This trust significantly shapes their beliefs about society, influencing both their decisions and behavior, and fuel their prejudices (Allen & Wallace, 2010).

Several studies describe the effects of textbooks on students' attitudes. Lee's (2011) study on South Korean textbooks revealed a curriculum emphasizing the achievements of developed Western nations, particularly the United States and Japan. These countries are portrayed as socially and environmentally responsible helpers, contrasting with the depiction of Africa and Asia. The positive portrayal of U.S. students influenced South Koreans, contributing to their preference for studying abroad in the United States over other counties. Cameron and Rutland (2006) investigated the impact of children's literature about the friendship between disabled and non-disabled people on pupils' attitudes in two British primary schools (n = 67). Their results show that reading stories containing characters with disabilities, when not stereotyped, has a positive effect on students' attitudes. Porreca (1984) discovered a correlation between textbook content and the reinforcement of students' preconceptions. Her research revealed that students exposed to textbooks containing gender stereotypes for an extended period developed significantly prejudiced attitudes toward both men and women. Yamada (2010) highlights that younger learners are more susceptible to the influence of stereotypical textbook content. They tend to accept textbook information uncritically, viewing what they see or read in textbooks as unquestionable truth. Students whose cultural groups receive negative portrayals or minimal representation in textbooks may experience feelings of humiliation and victimization. The absence of information serves as a subtle curriculum, instructing students about the societal relevance or irrelevance of certain groups (Gay, 2013). When certain cultural groups are overrepresented compared to others, it can result in the development of stereotypes and misconceptions about underrepresented groups of people (Brunner, 2006).

Teacher competencies related to inclusive education

One of the biggest challenges of inclusive education is its practical implementation (Haug, 2017). The implementation of inclusive education permeates every level of the educational system (Selenius & Ginner Hau, 2024). From cultural and societal contexts to the subsequent tier, it is

embedded within numerous frameworks, including rules and regulations, the content of teacher training, support and resources provided to schools, local authorities, and school leadership, all of which influence classroom instructional practices (Ginner Hau et al., 2020). Since the introduction of inclusive education, the role and responsibility of teachers in mainstream schools have undergone significant changes. The transformation of the concept of inclusion into inclusive classroom practices requires highly trained and competent professionals who are willing to commit and take responsibility for the progress of all children in the classroom (Florian, 2012). In order to address the diverse needs of students in an inclusive classroom, educators must acquire specialized competencies that traditionally were not part of their repertoire (Kuyini et al., 2016).

The quality of teachers has a pivotal responsibility in the successful implementation of inclusive education (Blanton et al., 2003). According to Westwood (2008), some educators have demonstrated the ability to achieve positive learning outcomes for diverse students, such as those facing learning difficulties due to social, cultural, linguistic, or ability factors through the adoption of diverse approaches and adjustments to the balance between skills and practical application. Research on inclusive education highlighted essential teacher competencies required for being able to serve the needs of all students in regular classrooms, including the knowledge and skills of teaching strategies and approaches, such as Cooperative learning, Peer tutoring, Mastery learning and Applied Behaviour Analysis, Curricular modification and adaptations, Pupils supporting other pupils, Using classroom aids and the use of Instructional Technology (Westwood, 2008; Forlin, 2010; Philpott et al., 2010; Agbenyega & Deku, 2011; Vaughn and Bos, 2012; Florian and Spratt, 2013). Meeting diverse needs in the classroom involves not only the application of various teaching formats and practices but also the introduction of multiple methods to present personalized content for individual learners and adjusting scheduling flexibility to meet the needs of different students (Cerna et al., 2021). These knowledge and skills can help teachers choose the most appropriate instructional strategies to effectively instruct all students in the classroom (Apelgren & Giertz, 2010), and enables them to adapt learning goals, content and environment to the needs of the whole class (Ainscow & Goldrick, 2010) thus improve student outcomes (OECD, 2018). The effectiveness of an education system hinges on the quality of its educators, as they play a pivotal role in shaping the educational achievements of students (Barber & Mourshed, 2007). Several studies have examined the impact of different pedagogical strategies on student outcomes. Their results show that cooperative techniques and peer tutoring, in addition to having a positive impact

on students' academic performance, significantly increase social interactions between students, improve students' problem-solving skills and minimise their problem behaviour (Marchand-Martella & Martella, 2002; Jenkins et al., 2003). Louden et al. (2005) describes that effective teaching requires teachers who 1) ensure high levels of student engagement, 2) possess a profound understanding of literacy learning, 3) can manage various classroom activities simultaneously, 4) support and anchor word- and text-level learning, 5) target and differentiate their instruction, and 6) accomplish all of this within classrooms characterized by mutual respect between students and teachers. Effective collaboration is also recognized as a vital skill for teachers engaged in inclusive education (Mastropieri & Scruggs, 2018).

Research indicates that alongside possessing the skills and methods listed above, a key determinant of implementing inclusive classroom practices is teachers' self-efficacy regarding inclusive practices (Song et al., 2019). Bandura (1997) proposes that individuals tend to engage in activities and situations where they feel capable, and are more inclined to evade situations where they doubt their ability to succeed. In this sense, if certain teaching competencies are key to teachers' effectiveness in inclusive education, but they lack these competencies, they are more inclined to strive to master these competencies when given the chance or to avoid certain situations in the classroom in the absence of these competencies. In studies of traditional school teachers working with students with special needs, researchers have reported that teachers who are confident in their ability to teach these students are more likely to engage in effective teaching practices than their colleagues who have lower beliefs about self-efficacy (Brownell & Pajares, 1999). The research findings also indicate that teachers who exhibit higher self-efficacy in inclusive practices tend to demonstrate less exclusionary behavior in their classroom practices and are much more accepting of student diversity (Zee & Koomen, 2016). Woodcock and Jones (2020), on the other hand, point out that teachers with lower self-efficacy perceive obstacles and feel unprepared for the implementation of inclusive principles in education. In their meta-analysis, Yada et al. (2022) found that teachers with lower self-efficacy were more supportive of placing students with learning difficulties in segregated classrooms, whereas teachers with higher self-efficacy favored placement in mainstream classrooms. The results of research are clear regarding the positive correlation between teachers' self-efficacy in inclusive practices and their attitudes towards inclusion (van Steen & Wilson, 2020).

Accurately measuring teachers' self-efficacy in inclusive practices can also contribute to the success of implementing inclusive education, as it helps to identify the factors that influence teachers' self-efficacy for inclusion. One frequently employed scale designed for the assessment of teachers' perceived self-efficacy regarding inclusion is the Teacher Efficacy for Inclusion Practice (TEIP; Sharma et al., 2012) scale. Sharma et al. (2012) defined teacher efficacy for inclusion as consisting of three dimensions: efficacy in inclusive instruction, efficacy in collaboration, and efficacy in behavior management. These three dimensions pertain to teachers' confidence in their capacity to employ inclusion-promoting strategies for engaging all learners, collaborating with parents and other professionals, and managing disruptive behavior. According to results from international research, teachers' self-efficacy regarding inclusion is influenced by the extent of experience they have in teaching students with special educational needs (Malinen et al., 2013). Wray et al. (2022) in a systematic literature review highlighted that teachers' self-efficacy regarding inclusive education is significantly influenced by theoretical and practical knowledge acquired during teacher training, as well as by positive effects of in-service teachers' professional expertise. Numerous studies corroborate the significance of teacher training concerning teacher self-efficacy in inclusive education (Savolainen et al., 2012; Chao et al., 2016). The results of international studies draw attention to the influence of cultural factors, indicating that teacher self-efficacy in inclusive education is associated with the social, cultural, and religious diversity of a given society and its impact on the education system (Shaukat et al., 2013), as well as with school culture (Wray et al., 2022). According to Tümkaya and Miller (2020) and Wray et al. (2022), there are further factors that can influence teachers' self-efficacy. Their findings reflect, that the level of self-efficacy in inclusive education depends on teaching experience, age, gender, grade level taught, knowledge of legal background, and attitudes towards inclusive education.

As demonstrated by the results of the aforementioned studies, another main factor influencing the successful implementation of any inclusive policy is the positive attitude of teachers (Shade & Stewart, 2001). Previous research has shown that only teachers who are responsive to the different cultures that students bring into the classroom are able to understand the cultural cues of different groups of learners and provide learning environments that meet their needs (Dilworth, 1990; Sleeter, 1995).

Research indicates a direct correlation between teacher beliefs, attitudes and their ability to effectively instruct students (Ross & Gray, 2006; Lynn et al., 2010). Additionally, these beliefs

may impact the selection of classroom activities and tools (Pajares, 1992). Teachers' attitudes affect student achievement and can be a barrier to successful teaching in diverse classrooms (Gay, 2010). Despite working in increasingly diverse classrooms, teachers tend to hold negative attitudes towards students from different linguistic, cultural and/or religious backgrounds (Coronel & Gómez-Hurtado, 2015). Prejudices may lead teachers to wrongly attribute low performance to cognitive ability or inadequate effort (Wissink & Haan, 2013), thus they may tend to have lower expectations of migrant and/or minority students (Glock & Krolak-Schwerdt, 2013) and use discriminatory grading methods against them (Sprietsma, 2013).

Empirical research has revealed that pre-service teachers enter teacher education with minimal knowledge and experience of cross-cultural backgrounds and bring with them little awareness or understanding of discrimination (Sleeter, 2008; Lucas & Villegas, 2013; Kondor et al, 2019). Researchers consistently find pre-service teachers are generally ignorant of ethnically diverse groups, fear them, and try to avoid discussing race and racism (Feagin & O'Brien, 2004; Jimenez, 2014). In addition, they have lower expectations of nondominant students and believe that poor achievement derives mainly from the students' family background (Sleeter, 2008; Kozol, 2012; Bissonnette, 2016). The prevalence of teacher education programs that inadequately address effective methods for educating pre-service teachers to manage culturally diverse classrooms remains significant (Premier & Miller, 2010). If teacher education does not address these beliefs and educate pre-service teachers how to teach effectively in diverse classrooms, these believes can lead to unfair school policies or discriminatory treatment from teachers. Due to these biases, certain students may experience academic failure because they are viewed as linguistically inferior (owing to their different native language and lack of proficiency in the majority language), or due to their family not adhering to majority norms, which can cause teachers to believe that they are incapable of achieving a satisfactory level of learning (Smit, 2012).

Teachers must be effectively prepared to embrace the benefits of diversity for schools and all student (Cherkowski & Ragoonaden, 2016; Yuan, 2018). Teacher education plays a crucial role in equipping future teachers with the appropriate competences teaching in diverse classrooms. Teachers' values, attitudes and expectations can also be influenced by relevant intervention in initial teacher education and continuous professional development (European Comission, 2017). According to Bradshaw and Mundia, (2006) pre-service and in-service teachers who had completed at least one course exposing them to inclusive education had a much better attitude toward people

with disabilities. This raises the question whether teachers in training receive adequate and appropriate instruction in a wide range of methods and materials to be able to successfully achieve this goal?

For the past three decades, teacher education research has investigated effective ways to prepare pre-service teachers to adopt diversity-related perspectives and practices (Sleeter & Owuor, 2011). Most empirical studies on teacher education have focused on how, and how much, multicultural education programs change pre-service teachers' attitudes, beliefs, and levels of cultural awareness. Several studies have reported positive changes in candidate teachers' attitudes, and advances in terms of cultural consciousness (Hollins & Guzman 2005; Sleeter, 2008; Civitillo, et al., 2018).

Despite this, the results of those researches that examine teachers' personal assessment of their own competence for teaching in a diverse classroom concluded that teachers do not have the necessary skills and competences to respond adequately to diversity through teaching (Ainscow, 2016) , they do not feel well prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds (OECD, 2010; Gay, 2010; Darling-Hammond, 2012) and have none or very little knowledge about teaching diverse student (Bukvić, 2014). Teachers are often not aware of multidimensionality diversity of their learners and, as a result, are limited in their ability to effectively deliver curriculum and intercultural educational content (Agirdag et al., 2016). Certain research indicates that teachers exhibited a positive attitude primarily towards the inclusion of those children whose characteristics were less likely to necessitate additional instructional or management skills on the teacher's part (Forlin, 1995; Briggs et al. 2002; Al-Zyoudi, 2006; Sharma et al., 2018).

Summary of the Background

The increasing diversity of European societies means social and educational possibilities. If appreciated and used effectively, diversity can be a rich educational resource in the classroom, enriching the competence and creativity of all learners, fostering inter-group relations, reflection and peer learning. In spite of this diversity, the largely homogeneous teacher population lacks experience of teaching in a variety of school settings (European Commission, 2017).

In order to address the challenges faced by all learners in schools across Europe, education systems need to equip teachers with appropriate intercultural competences, including diversity

appreciation and adaptation, and cultural awareness, which are key to effective teaching of diverse learners (Forghani-Arani et al., 2019). Preparing pre-service teachers for diversity involves supporting their knowledge and understanding of the world and its culture, and teaching them pedagogical methods and strategies to meet the needs of all learners in a diverse classroom. Nevertheless, teacher training has to promote pre-service teachers in increasing their self-efficacy and positive attitudes towards inclusive teaching.

In addition to well-trained teachers and a positive school community, cross cutting approaches of diversity in the curricula and the textbooks play an important role in achieving inclusion. Therefore, one of the aims of the research included in this dissertation was to gain insight into and compare the content of the Finnish, Hungarian and Irish National Core Curricula (NCC) in terms of social/learning diversity and the representation of multicultural principles (Chapter 2). Secondly, we sought to complement the findings of international research and to examine the representation of social diversity (specifically of people with disabilities) in literature and foreign language (English) textbooks in Hungarian context (Chapters 3 and 4).Thirdly, through a quasi-experimental empirical research in the doctoral project, we aimed to extend the international research scope and investigated the impact of stereotypical textbook content on students' attitudes in classroom settings (Chapter 5). Thirdly, we conducted a systematic literature review to explore opportunities in teacher education to help student teachers successfully develop their pedagogical competencies to respond effectively to student diversity (Chapter 6).

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CHAPTER 2

STUDY 1:

Multiculturalism in the curriculum: A comparative analysis of the Finnish, Irish and Hungarian National Core Curricula

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ABSTRACT

Purpose

One key aspect of European curriculum reforms is to empower students with the skills needed to engage actively in the pluralistic and multicultural global society of the 21st century. This study aims to examine the extent of multicultural education within the national core curricula of three European countries: Hungary, Finland, and Ireland, focusing on its role in fostering social acceptance through education.

Design/methodology/approach

A qualitative research applying Discourse analysis was conducted to identify key multiculturalism concepts within the curricula. The analysis concentrated on understanding how multiculturalism is portrayed through various perspectives, emphasizing situational meanings and frameworks. Furthermore, a comparative analysis of the findings was carried out.

Findings

The research found that all three curricula contains the concept of multicultural education, although the extent of emphasis varies. The Hungarian National Core Curriculum (NCC) primarily emphasizes national values and sporadically addresses multicultural issues, often from a local perspective. In contrast, the Irish NCC is tolerance-oriented, stressing not only the understanding of different cultures but also the importance of accepting them. The Finnish NCC reflects a global perspective, emphasises respect for different cultures and minority groups, with a pluralistic approach.

Originality/value

This study enhances our understanding of the discourse of multiculturalism within the curricula of three European countries, emphasizing both their similarities and differences. Additionally, it underscores the crucial role that curricula can play in effectively implementing multicultural education.

Keywords: Multicultural Education, National Core Curricula, Discourse analysis

Social inclusion and the active participation of every individual in society are fundamental for upholding human rights and preserving human dignity. Today, as a result of global migration processes within and across nation-states, and the impact of equal opportunities movements for different minority groups, there is an increasing awareness of the need to focus on social diversity, which raises a number of issues at the societal level, including in education (Kuusisto, 2017). Outside the institutional framework, the school as a learning community is part of a culturally transforming and diverse society where local and global processes overlap (Osler, 2015). Multicultural diversity inside and outside the classroom has created a need for education to prepare students for adapting to social processes in the world (Zilliacus et al., 2017). This includes living with, accepting and respecting people who differ from them in some ways, and ensuring equal and equitable access to quality education for all learners.

An important focus of European curriculum reforms, alongside recognizing diversity, is to empower students with the skills required to navigate and actively engage in the diverse and multicultural global society of the 21st century (Ubani et al., 2020). This research examines the concept of multicultural education in three European (Hungarian, Finnish, and Irish) national core curricula that have undergone renewal and curriculum reform processes in recent decades.

Multicultural Education- teaching for respect

Multicultural education is a comprehensive concept rooted in principles that emphasize democracy, social justice, equity, and the appreciation of human diversity (Gay, 2018). One of its primary goals is to guarantee educational equity for all members of diverse student groups (Sleeter, 2012). The concept of multicultural education has various interpretations in the literature concerning diversity. In our research, we use Grant's (2014) definition as it encompasses various dimensions of social diversity, such as gender, ability, health, age, sexual orientation, gender identity, race, ethnicity, culture, religion, language and socio-economic status.

Multicultural education's objective is to familiarize students with social diversity, fostering their openness and acceptance of minority groups (Banks, 2016). It involves curricular approaches through which students learn about different cultures by incorporating materials and activities representing the diversity of people and traditions. Including critical pedagogy, multicultural education encourages both teachers and students to engage in anti-bias thinking and practices from local and global perspectives (Osler, 2015).

Research highlights discriminatory attitudes towards minority students in schools, underscoring the need for education promoting acceptance and respect for social diversity. Studies reveal that minority primary school students can experience exclusion due to disability (Schiemer, 2017), ethnicity-based discrimination (Banks, 2014), and relationship challenges stemming from language differences (Howes et al., 2008).

Crucial for fostering social acceptance in students is how the school, through its methods, learning environment and practices, addresses student pluralism. International literature highlights a deficiency in incorporating diversity-conscious approaches in education and reluctance to adapt traditional practices for diverse learners' needs (Kuusisto, 2017). Indeed, research has shown that multicultural educational practices can reduce students' prejudices and increase students' tolerance of cultures and people different from their own (Gay, 2018). Schools should promote acceptance through inclusive practices, setting an example of respecting social diversity. The national core curriculum can be pivotal in advancing multicultural education, as it acts as a policy document offering schools a primary framework and substantial guidance for educational practices.

National Core Curriculum

The main function of the National Core Curriculum (NCC) is to define the principles and the approach which govern the content of public education. From an ideological standpoint, the national curriculum can be seen as a reflection of culturally endorsed practices that represent politically sanctioned ways of thinking about community and individual identity. This, in turn, shapes inclinations, tendencies, and awareness that are integral to broader societal discussions (Popkewitz, 1997). The curriculum is simultaneously discourse and text, with the opportunities for professional dialogue playing a central role in individual and collective meaning-making and sense-making (Pietarinen et al., 2017).

Each of the curricula we have analysed is the result of an extensive, multi-year development process, characterised by wide-ranging professional and social consultation. A research team comprising pedagogical experts, psychologists, and practicing teachers drafted the Hungarian NCC, which then underwent a public consultation process. The final version was further refined by another group of experts, resulting in the current NCC (Chrappán, 2022). The Irish Primary Curriculum Framework was improved through a collaborative effort led by the National Council for Curriculum and Assessment, in close partnership with educational institutions, stakeholders,

the process involved extensive consultations with students, parents, and educators. The Irish Framework for Junior Cycle was developed based on collaboration with educational partners, as well as national and international research. The curriculum strongly relies on the pedagogical practices and opinion of Irish teachers, considering them as curriculum designers rather than curriculum implementers (Walsh, 2023). The Finish NCC results from an extensive nationwide dialogue and collaborative efforts involving diverse stakeholders, including educational institutions, academic scholars, industry representatives, as well as teacher and student associations (Lähdemäki, 2018).

A common feature of the three curricula is that they were introduced in stages. The Hungarian NCC was completed in 2020, and in the same year, it was introduced in September for the 1st and 5th grades of primary schools, as well as the 1st grade of secondary schools. The process is still ongoing, and the full implementation of the curriculum is expected to be completed in 2024 (Hungarian Government Decree 5/2020 (I. 31.) The Finnish NCC was finished in 2014 and was implemented between 2016 and 2019 (Lähdemäki, 2018). The Irish Framework for Junior Cycle was introduced between 2014 and 2021, while the Irish Primary Curriculum Framework was completed in 2020 and launched in 2023. This is followed by the development of subject-specific areas, which is expected to be completed in 2026. The introduction of both the Finnish and Irish curricula was preceded by a two-year preparatory process during which the draft curriculum was monitored and further changes were made based on feedback. A 4-year longitudinal study was conducted on the Irish Junior Cycle Curriculum, exploring the implementation, enactment, and impact of the Framework for Junior Cycle in post-primary schools in Ireland. The research focused on the opinions of teachers, school principals, students, and decision-makers (Walsh, 2023).

All three curricula include the principles of teaching, the key competences, the requirements for the different subjects and the assessment arrangements. The Finnish core curriculum contains development tasks to be followed in each subject, while the Irish and Hungarian curricula provide detailed curriculum specifications.

Research design

Research aim

The literature highlights that for the successful implementation of multicultural education, the goals of equity and social justice need to be embedded in curricula, teaching materials, pedagogical methods and tools, and school culture (Grant, 2016). However, multiculturalism is not a politically neutral concept (Osler, 2015) and multicultural education has therefore taken many forms internationally and within nations, and is shaped by specific historical, cultural and political contexts. Taking these principles into consideration, this research examines the presence, thematic scope, and extent of multicultural education within the national core curricula of three European countries: Hungary, Finland, and Ireland, focusing on its role in fostering social acceptance through education.

Sample and Method

We applied discourse analysis as the method for examining the content related to multicultural education, concentrating on ideas, issues, and themes related to multiculturalism as they are expressed in the text of the curricula (Gee, 2014).

Since the three countries have a different educational structure in terms of age groups, we defined the units of analysis within the curriculum content that covers the educational provisions for the age group of 6-15 years. Consequently, the analysis encompassed the Finnish Primary School Curriculum, the Irish Primary Curriculum, together with the Junior Cycle Curriculum, and the Hungarian National Core Curriculum for grades 1-9.

The analysis initially aimed to explore concepts related to multicultural education. Based on our literature knowledge, we systematically examined the curricula, searching for keywords associated with multicultural education. We then used a keyword search to locate the texts on multiculturalism and exported them as units of analysis. In the next step we developed our coding system, grouping keywords under a single concept (Figure 1). Our coding system comprised 41 concepts, such as 'fairness,' 'acceptance,' 'diversity,' and so on. We categorized the identified analysis units according to the codes. Initially, we separately treated and analyzed the text excerpts exported from the three curricula, then compared them. In the discourse analysis, in line with the research purpose, we classified the text excerpts into two broader categorical units, namely 'societal and learner diversity' and 'multicultural pedagogy,' as the approach to these two areas in schools can be decisive in terms of implementing multicultural education (Banks, 2016).

collaboration
classroom culture and learning environment
treatment of pupils
interactions
language use
school climate
atmosphere
respectful

holiness, celebrations, costumes

students feel respected

pupils
peers
adults at school
people
respectful attitudes toward

the rights of minority groups in society

the perspectives of others

special needs

respect

mutual respect

religions
worldviews
cultures
languages
beliefes
values
traditions
of the child, their family, and their community
diversity of

the pupil's own world of experience

students' right to participate in decision-making

respectfully listen to each others

human dignity

child's views

life

other people thoughts and convictions

human rights

what they and others consider sacred

other people

Figure 1: The interpretation of the concept respect

Source: Authors own work

We further divided these main areas into subdivisions. Related to 'societal and learner diversity' the first subcategory, 'diversity as a concept,' encompasses the diverse definitions present in different curricula related to societal and learner diversity. Additionally, our aim was to understand how curricular texts approach diversity from different perspectives, outlined under the second subcategory 'the perspective of diversity.' The conceptualization of the third subcategory 'the scope of diversity' resulted from our interest in identifying which of Grant's (2014) diversity dimensions are present in the curriculum and whether there are additional dimensions beyond those.

As for multicultural pedagogy, the first two subcategory are related to the attitude and pedagogical practices of institutions, addressing both the multicultural education principles and values included in the curriculum (basic curriculum principles), as well as what is prescribed concerning the individual characteristics of students/staff in the school environment (school culture). These principles and values embraced and operationalized by the school can determine how the school community approaches social diversity and the extent to which it can contribute to the acceptance and respect of all students. The third subcategory that can link curricular details to the subject of multicultural pedagogy is the examination of how multiculturalism is reflected in the content of the curriculum.

The synthesis was derived from a comprehensive analysis of text excerpts associated with the 41 concepts within the six examined subcategories. In the analysis, text excerpts imported as analysis units within a given concept were sorted into one of the six aforementioned subcategories based on the topic in which the concept could be contextualized (Supplementary 2: Table 1). We then synthesised the subcategorised texts and compared the results in relation to the three curricula.

Results

Discourses on social diversity

The meaning and interpretation of social diversity

The Finnish NCC interprets social diversity as an integral part of the school community and every student. It often utilizes concepts like pluralistic, multicultural, and multilingual to describe the school and its immediate environment (Zilliacus et al., 2017). The curriculum treats social pluralism as a value, describing Finnish society as a community that understands differences and

respects equality and human rights. In the Finnish NCC, attention is also given to rights related to cultural diversity.

In the Irish NCC, a similar concept of social diversity exists regarding educational institutions. It views student diversity as part of the school community, values it, and emphasizes that respecting student diversity fosters a sense of belonging within the community. Students become acquainted with the characteristics of other cultures, enabling them to collaborate within multicultural communities.

In the Hungarian NCC, the understanding and appreciation of social diversity (with a specific focus on cultural differences) are associated with preserving and strengthening one's own cultural identity, primarily referring to Hungarian identity and to a lesser extent, European identity. The curriculum highlights that students are primarily encouraged to explore, adopt, and practice their own nation's traditions and values, but alongside this, they can also become open to the cultures of the nationalities living with them, religious communities, neighboring and related nations as well as the cultures of the rest of the world and universal values. So, the focus is on having students understand and value themselves as Hungarians first, and only then can they understand and accept others. Consequently, students are encouraged to prioritize Hungarian perspectives and identities. Thus, social diversity appears as an external force in the curriculum: students learn about other cultures, but they do not consider themselves part of that diversity.

Perspectives on social diversity

Within the discourse on social diversity, we also examined how the curricula approach the concept of diversity from different perspectives.

In the Hungarian NCC, there is a prevalent tendency to address cultural diversity within the context of preserving and fortifying one's own cultural identity, highlighting a national-bound perspective that prioritizes Hungarian identity, while giving relatively less attention to the European and global context. Social diversity is often seen as "otherness," defined by differences from the national culture, and it's mainly interpreted from the majority or national society's point of view.

The Irish NCC encourages learners to explore and appreciate global diversity, including people's experiences, cultures, religions, beliefs, and environments across various historical, geographical, and contextual settings. In this way, students can understand that their own national

traditions and culture are part of a complex, historical process and learn to respect the cultures of others. This concept primarily views multiculturalism from the perspective of one's own national identity, distinguishing between one's own culture and others. However, it also emphasizes that cultures do not develop independently but are interconnected and influence each other, whether in the present or in historical contexts.

In the Finnish NCC, a different concept prevails, according to which Finland's diverse cultural heritage is constantly developing and evolving through the interaction of many cultures that are part of the learners' everyday environment. The curriculum, therefore, interprets social diversity from a pluralistic perspective, where multiculturalism is part of the learning community. In Finland, students grow up in a world where cultural, linguistic, religious, and philosophical diversity is a part of life, and cultural diversity is viewed as a positive resource. The community values the country's cultural heritage and national languages, as well as the cultural, linguistic, religious and philosophical diversity within the community and its environment. The curriculum highlights that education strengthens the respect for cultural diversity and promotes interaction within cultures and between cultures. It fosters the development of global citizenship through shared learning that transcends the boundaries of languages, cultures, religions, and convictions. It provides an opportunity for students to learn how to examine questions and events from the perspective of others' life situations and circumstances. In this approach, the national and the global perspectives merge, and there is no strict separation between the national culture and the "other" cultures. Instead, they intertwine, evolve, and change through continuous interaction.

The scope of diversity

In this unit of analysis, we examined how broadly the curricula interpret social diversity, i.e. which social groups and student characteristics are considered in the teaching.

The Finnish NCC sets as its goals the assurance of educational equality and high quality, as well as the creation of favorable conditions for students' development in primary education, considering relevant national and international laws and regulations. Among its educational obligations, it underlines that under the Finnish Constitution and the Anti-Discrimination Act, pupils cannot be discriminated against based on gender, age, ethnic or national origin, nationality, language, religion, belief, opinion, sexual orientation, health, disability or other personal reasons. The Act on Equality between Women and Men obligates educational institutions to ensure equal

opportunities for women and men in education and training. The education system supports students in developing their gender identity, promotes gender equality, and emphasizes a gender-conscious perspective. The education system encourages students to appreciate different languages and cultures by providing comprehensive support for students' linguistic and cultural identities and considering their cultural backgrounds and language skills. The curriculum emphasizes that these objectives must be reflected in the education process and the content of the materials used in teaching.

The Irish NCC highlights that education plays a key role in shaping a democratic, fair, and just Irish society. It emphasizes that one of the main tasks of education is to support the identity and community cohesion of every child while contributing to their connection with international and global social groups as well. To ensure that the curriculum serves the interests of every child and takes into account that children have varying competencies, languages, family backgrounds, ages, cultures, ethnicities, religions, genders, and sexual identities.

The concept of social diversity does not explicitly appear in the Hungarian NCC, but there are implicit contents that refer to student characteristics and the relationship to them. Instead of using the term 'student diversity' the curriculum in Hungary tends to emphasize 'student differences'. The curriculum focuses on pupils with special educational needs, pupils from disadvantaged backgrounds and pupils with exceptional talents. In addition, some descriptions mention religion (primarily European religions) and linguistic differences.

Discourses on Multicultural Education
Basic curricular principles related to multicultural education

In the introductory sections of all three curricula, fundamental values, principles, and educational goals are outlined, shaping the educational approach and curriculum content. These foundational principles incorporate multicultural education to differing extents and interpretations in all three curricula.

The Finnish NCC proclaims the uniqueness and value of each student, fostering education founded on the principles of respecting life, human rights, and instilling the belief in the inviolability of human dignity. The curriculum identifies education's social purpose as promoting equity, equality, and justice, emphasizing its mission to prevent inequalities, exclusion, respect cultural diversity, and promote gender equality. In Finnish schools, community members are

treated as equals regardless of their personal characteristics. The curriculum underscores that equality doesn't imply uniformity, highlighting that alongside safeguarding basic rights and participation opportunities for all, the principle of equity also entails considering individual characteristics and needs. The curriculum also highlights another key principle of multicultural education: the development of an ethical stance, seen as a fundamental goal in becoming a humane and educated individual.

According to the eight overarching principles of the Irish NCC, education is inclusive, providing equal opportunities and success for all students while valuing diversity. Pedagogical methods align with students' life experiences, circumstances, strengths, and interests. Learning occurs in an environment prioritizing the collective well-being of the school, community, and society, emphasizing collaboration between the school, families, and the broader community to enrich and expand the learning space.

In the Hungarian NCC, the fundamental principles are embedded in the areas of development and educational goals, permeating the entire pedagogical process. Some of the educational objectives align with the concept of multicultural education. The educational goal 'Responsibility for others, volunteering' fosters students' social sensitivity and a compassionate attitude toward disadvantaged people and people with disabilities. The educational objective 'Developing self-awareness and social culture' aims to develop students' self-awareness, empathy, mutual acceptance and attitudes that foster understanding and respect for others. The Hungarian basic curriculum states that the aim of education is to educate, in cooperation with the family, for an active commitment to truth and justice, and to develop the intellectual, emotional, moral, social and physical abilities necessary for the development of a harmonious personality. The school can best support students' academic progress through personalized learning opportunities tailored to their abilities.

School Culture related to Multicultural Education

The Hungarian NCC prioritises inclusive methods for achieving learning outcomes, providing an accessible and barrier-free learning environment, and structuring curricula and assessments to suit learners' differences and characteristics. The curriculum emphasises the importance of an open, safe, and socially engaging learning environment where students can freely express themselves and feel valued. The evaluation is based on the principles of fairness, equal opportunities and equity, respect for human dignity and for the individual. The curriculum

highlights that students can develop acceptance-related skills, like empathy, helpfulness, respect, fairness, and understanding, within the school community through their teachers' examples.

The Irish NCC emphasizes creating an inclusive learning environment that recognizes and respects learners' individual needs, views, cultural backgrounds, interests, and beliefs, providing students with the opportunity to pursue individual learning paths. The curriculum emphasizes considering students' family backgrounds, and cultural contexts, while promoting collaboration with their families and the broader community. Addressing discrimination is a key focus in the school culture, promoting equality, justice, and fairness while teaching students to recognize and respond to prejudice and discrimination.

The Finnish NCC links the issue of school culture to the concept of multicultural education through personal example. It underlines that the actions of the adults working in the school, the values they convey, their attitudes, and habits can serve as role models for the students, who often adopt the behavioral patterns and ways of acting demonstrated by adults. Therefore, it is important for the adults working in the school to have an open and respectful attitude towards different religions, beliefs, and traditions, as this can lay the foundation for interaction among students with cultural differences. The cooperation and interaction of adults working in the school with each other and with the surrounding social groups helps pupils to work effectively with other people. Participation by all members of the community is facilitated by the principle of equal access and open and interactive discussion, characterised by respect for others. The basic aims are to create a safe learning environment, to respect students' rights, to promote student well-being, and to promote fair and respectful student behaviour towards fellow students. The Finnish curriculum underlines that recognizing and respecting student diversity can be highlighted and made visible through the selection and development of learning environments, teaching methods, and curriculum materials. The selection of teaching methods and curriculum materials is based on the principles of differentiated education, which is based on the teacher's knowledge, respect and consideration of the personal needs of the learners. The curriculum also describes the importance of continuous monitoring of respectful and fair treatment towards students to ensure that early problems can be recognized and addressed.

Multicultural education in subject matter content

  In the Hungarian NCC, multicultural perspectives have a limited role within the subject areas. However, some of the fundamental values of multicultural education, such as human rights, equality of opportunities, and justice, appear to some extent in eight subjects (History, Geography, Biology, Ethics, Digital culture, Homeland Studies, Foreign language, Physical education). During their studies, students encounter the following areas related to multiculturalism in the curriculum: religious and cultural characteristics (primarily European), national minorities, economic inequalities, disabilities, and different abilities. In subjects like Foreign Language, History, and Geography, the primary aim is to foster cross-cultural understanding and curiosity, making students more informed and open-minded about the world. In Ethics, students cultivate acceptance of peers from diverse backgrounds, including those with special needs, laying the groundwork for fostering relationships with individuals who have differing views and promoting mutual tolerance.

  The Irish National Curriculum for Primary Education includes multicultural education in all subjects except Mathematics and Science. The Junior Cycle curriculum focuses on eight subjects (Geography, History, Home Economics, Hebrew, Modern foreign languages, Religious Studies, Music and Visual Culture) and five short courses (Civic, Social and Political Education; Around the World in Eighty Days; Artistic Performance; Social, Personal and Health Education; Chinese Language and Culture), which provide opportunities for a broad, detailed and intensive study of the themes of multicultural education. The subjects prioritize multicultural awareness and sensitivity, aiming to foster responsible and ethical citizenship by imparting knowledge and practices related to multiculturalism to students. The curriculum highlights human and civil rights, respect for human dignity, and social responsibility. During their studies, students encounter various aspects of multiculturalism in the curriculum, including issues related to gender, sexual orientation, language, religion, cultural characteristics, national and ethnic minorities, economic inequalities, disabilities, health conditions, different abilities, and homelessness. This broad exposure helps students develop better understanding of diversity and multicultural issues.

  The Social, Environmental, and Scientific Education are strongly influenced by multicultural education related content. The subject content allows learners to explore and appreciate the diverse natural, human, social, and cultural aspects of their environment, fostering open-minded and responsible attitudes toward all members of society, both locally and globally. In the subjects, the focus is on developing empathy, teaching students about equality, fostering

appreciation and respect for gender, cultural diversity, minorities, and special needs. The subject content allows learners to identify and discuss various prejudices and discrimination, empowering them to respond with respect and mutual understanding toward others.

Multiculturalism is extensively covered in the Finnish NCC across various subjects, except for Mathematics and Science. These subjects emphasize the diversity of cultures, religions, worldviews, and their societal impacts. All subjects emphasize the significance of respecting and protecting human dignity. Students learn about essential human rights conventions, their global relevance, and implementation, promoting acceptance and respect for individuals from diverse cultural and ethnic backgrounds. The subjects are permeated with an ethical stance that encourages students to look at people, social groups, nationalities, languages, cultures, genders, people with various abilities, and religions without prejudice.

In the arts subjects such as Music, Visual art, and Crafts, students can engage with multicultural artistic expressions, including various forms of music, dance, and visual arts from around the world. In Physical Education, multicultural education is most evident in community activities based on the principles of equity, equality, belonging and acceptance of cultural diversity. Language teaching broadly embraces the principles of multiculturalism. The language chapters are based on multilingual principles, with twelve different mother tongue chapters, including Finnish, Swedish, Sami, Roma and sign language. The Finnish curriculum covers four religions (Orthodox, Catholic, Islamic, Jewish). In Religion, students learn about the traditions of various religions and worldviews in Finland and worldwide, in addition to their primary religion of study. The subject encourages understanding the link between religion and culture and acquiring extensive knowledge about religions and worldviews, fostering critical thinking and diverse perspectives on these issues. Ethics aims to promote students' acceptance and understanding of global diversity, emphasizing the ethical principles of human dignity, rights, and equality in their interactions with all members of society while interpreting cultural diversity and various worldviews as valuable resources, exploring associated legal and ethical matters, and fostering mutual acceptance of differing worldviews within the community. The Social Studies emphasises a pluralist society embracing diversity, respecting human rights, and promoting equity and equal opportunities in accordance with democratic values, while also educating students about diverse cultures and minority groups in Finland. Health, Communities, Society, and Culture addresses cultural aspects

in health promotion, emphasizing cultural sensitivity, respect for human rights, and diverse perspectives including childhood, children's rights, ageing, disability, and long-term illness.

Discussion

       We examined the approach of social diversity, perspectives on multiculturalism, and the presence of multicultural education in the national core curricula of three European countries each with distinct cultural, political, and economic contexts. We observed three different curriculum approaches, each of which can be linked to a different stage of development leading toward the implementation of multicultural education (Figure 2). What all three curricula share is a focus on human rights, respect for human dignity, social responsibility, and a dedication to equity and justice, although the degree of emphasis varies.

Hungarian Core Curriculum
focus on national values,
sporadically included multicultural issues,
local perspective
sees cultural diversity as external

focus on human rights,
respect for human
dignity,
social responsibility,
dedication to equity and
justice

nation-bound

Irish Core Curriculum
diversity as a value,
acceptance of diversity,
tolerance oriented

global
pers-
pective

Finninsh Core Curriculum
diversity as integral part of students'
community,
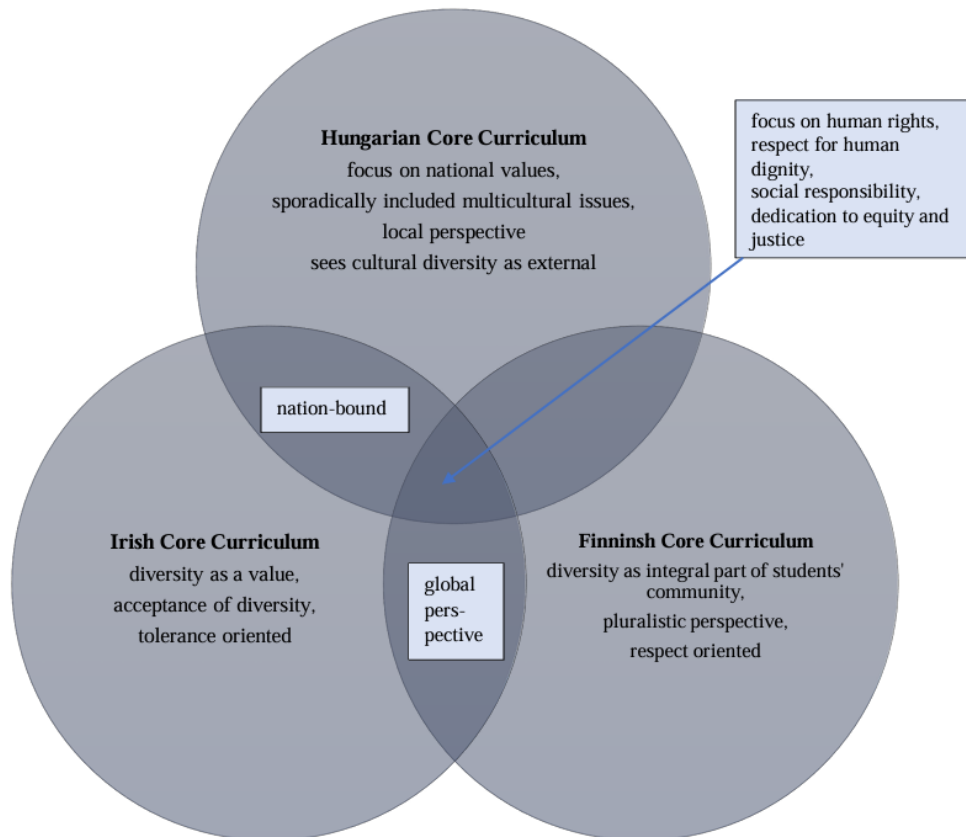pluralistic perspective,
respect oriented

Figure 2: Summary of the main characteristics of the curricula

Source: Authors own work

The Hungarian NCC is primarily focused on national values and addresses multicultural issues sporadically, often from a local perspective. It sees cultural diversity as external and mainly introduces students to different cultures and minority groups. Zilliacus et al. (2017) argue that this represents a superficial form of multicultural education, emphasizing otherness and lacking a pluralistic perspective. The multicultural content of subjects is limited, only eight out of twenty-one subjects include it sporadically.

The Irish NCC is basically nation-bound, but in many cases, it goes beyond the local perspective and opens up to the global. It values diversity, emphasizing not only the understanding of different cultures but also the importance of their acceptance. Thus, the curriculum is primarily tolerance-oriented. In the Irish primary education curriculum, multicultural education principles are present in all subjects except for mathematics and natural science. In the Junior Cycle, multicultural education is integrated into eight subjects and five short courses.

The Finnish NCC goes beyond a nation-bound approach and primarily reflects a global perspective. It understands diversity as integral to the student community, emphasizing respect over tolerance for different cultures. Multicultural principles are strongly integrated into the Finnish curriculum across all subjects except math and science. The curriculum emphasises respect for different cultures and minority groups, with a pluralistic approach.

The recent political events related to multiculturalism raise questions regarding the education systems of all three countries. In European countries, a common trend is that government policies are turning towards more nationalist and anti-immigration developments, often in response to the rapid increase in the number of asylum seekers in 2015 (Tanner, 2016). This shift in political climate can have significant implications for education policies, particularly those related to multiculturalism and diversity. As the political climate is turning toward a more restrictive approach to identity politics and redefining national values, it is difficult to consolidate the perspective of multiculturalism in society, including in education.

Research results highlight that school curricula can have a causal effect on students' beliefs and attitudes which can be even larger than the influence of other sources of information, such as television (Cantoni et al., 2014). In terms of the multicultural content of curricula, the ideologies conveyed by the curriculum can be extremely useful in helping to reduce social tensions and develop valuable social norms. Thus, the national curriculum can be considered as a pivotal policy aimed at fortifying and instualizing multicultural education (Zilliacus et al., 2017).

Our primary objective in the research was to offer new perspectives on developing education, unveiling various implications. The results of our research are aimed at drawing the attention of curriculum developers to areas where the curriculum of a given country can be improved, ensuring that every student can participate in discrimination-free, quality education. This is to guarantee the successful and effective involvement of all students in the teaching and learning process, as well as within the school community. Additionally, the comparative analysis of curricula can provide help in certain areas by offering exemplary models for development. The outcomes of our research have the potential to heighten the awareness of school leaders and educators regarding areas that require improvement in terms of multicultural education, such as the institution, curriculum, local curriculum, school culture, or even teaching materials. In implementing the principles of multicultural education, the school level plays a crucial role; as even when certain elements are lacking at the state-level curriculum, they can manifest at the local level in school practices. Our research therefore also has important implications for teacher education. On the one hand, it highlights the importance of developing the pedagogical competences required for multicultural education, and on the other hand, it draws teachers' attention to the shortcomings of the curriculum. Multicultural education, in addition to its educational aspects, also has socializing implications. The openness to diversity in the classroom and school community provides students with the opportunity to coexist, respect, and accept individuals who differ from them in certain aspects. Moreover, a pluralistic approach allows them to see themselves as integral parts of society rather than merely members of a separate minority group. These aspects can contribute to lay the foundations of social inclusion.

Potential obstacles may arise in successful implementation of the multicultural education including school policy and teachers' attitudes and knowledge (Gay, 2018). Assimilative school policy is one explanation for teachers' assimilative attitudes (Dubbeld et al., 2019), which are associated with negative attitude toward minorities in general (Hachfeld et al., 2015; Fehérvári, 2023). If one holds prejudiced views towards minorities in general, it is unsurprising that this has a negative impact when working in a multicultural school (Rissanen, 2021). A part of the challenge has stemmed from the fact that teachers have not been adequately trained in teaching culturally diverse student populations (Barber and Turner, 2007; Dervin et al., 2012; Tualaulelei and Green, 2022), as teacher education lacks a comprehensive curriculum focusing on cultural diversity (Gulya and Fehérvári, 2023).

Conclusion

Taking these proposals into account, we are aware that having the appropriate curriculum discourse in place is not enough for the successful implementation of effective multicultural education. However, in the pluralistic societies of the 21st century, modern curricula must not neglect the consideration of diversity, equity, inclusion, and social justice. Given current social trends, it's crucial to emphasize multicultural education to ensure students view themselves, and minority groups as integral parts of a pluralistic society, where educational inequalities and exclusion is eliminated, or at least mitigated, and respect for diversity is present in all areas.

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CHAPTER 3

STUDY 2:

Chapter #9

Creating an image of people with disabilities in literature lessons

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ABSTRACT

Inclusive education provides an opportunity for students with disabilities to learn with their non-disabled peers. However, inclusive classrooms do not guarantee that non-disabled students will accept or form friendships with students with disabilities. Therefore, there is a need for intervention that facilitates the acceptance of students with disabilities. Literary works are a readily available resource in education to help students learn about society's diversity and its cultural contexts, as long as they depict these social groups appropriately. This study aimed to identify the different recurring patterns of the disability conception within the content of youth literature in primary education, employing content analysis. The research results reveal that people with disabilities are extremely underrepresented and depicted stereotypically in the examined literary works. This representation can reinforce students' negative attitudes toward people with disabilities. Therefore, the stereotypical content should be clarified and discussed during the lessons.

Keywords: disability representation, youth literature, content analysis, inclusive curriculum.

1. Introduction

Social inclusion and all society members' active participation are vital for practicing human rights and promoting human dignity. Nowadays, the concept of accepting diversity plays an important role in social policy. Inclusion was a dominant topic of discussion during the last decades of the twentieth century and the first part of the twenty-first century. In 1994 at the Salamanca World Conference on Special Needs Education, 25 international organisations and 92 governments developed a "statement that called for inclusion to become quite simply the norm" (Clough 1998, p. 2). A review of the last two decades of literature shows that inclusion has become an important part of educational thinking (Allen, 2008), gained high status, and acquired international currency (Hodkinson, et al., 2016). Inclusion could be a great benefit to disabled students as they have an opportunity to spend most of their time being schooled with their typically developing peers. It also can promote greater social acceptance of difference and impairment. However, evidence consistently shows that being placed in mainstream educational settings does not guarantee that disabled children will be accepted, evaluated, and integrated into the classroom (Martinez & Carspecken, 2007; Lindsay & McPherson, 2012, Schiemer, 2017). Despite having several possibilities during the day interacting with their peers with disabilities, non-disabled children usually ignore their peers with special needs (Rillotta & Nettlebeck, 2007; Tavares, 2011). Nearly fifty percent of children with disabilities feel lonely, isolated, unsafe, and feel that they do not belong within their class (Lindsay & Edwards, 2012). In light of all this, teachers need to take steps to promote the acceptance of children with disabilities. Literary works as readily available resources can be used by the teachers to help students learn about disabilities (Azano, Tackett, & Sigmon, 2017), if they represented appropriately.

2. Background

2.1. Inclusion and textbooks

Cultural adaptation of disability is not self-generated; it develops gradually over a long period of time, affected by several different factors. Among other factors, beliefs and misconceptions about disability contribute to this process. Educational institutions could reinforce these beliefs by not receiving attention and emphasis in the curriculum not to be clarified (Ferguson, 2001). Children's attitudes towards their peers with disabilities are often firmly determined by their degree of knowledge about disability, which stems from their social

environments (Ison et al., 2010). Children's lack of knowledge about disabilities often comes from negative attitudes towards their disabled peers and social exclusion of children with disabilities (Lindsay & McPherson 2012). Considering that the perception of disability often forms attitudes and behaviours, it is important to develop children's understanding of individuals with disabilities (Hunt & Hunt 2004). At schools, textbooks can be an easily accessible resource that teachers can use to help students learn about people with disabilities (Prater, Dyches, & Johnstun, 2006). Using textbooks that include disability issues can positively influence students' self-image and motivation with disabilities (Wieman, 2001) and will likely motivate non-disabled students to learn more about their disabled classmates (Hodkinson & Ghajarieh, 2014). Moreover, inclusive textbooks can help non-disabled young learners to realize diversity in their teaching materials, which raise their appreciation for diverse and different characters, and also tolerance among these students of others' impairments (Rasche & Bronson, 1999). Textbooks can be considered "tools" that help students become familiar with society's diversity and its social and cultural contexts (McKinney, 2005). A realistic and non-prejudicial image of people with disabilities should be an important part of public education institutions' textbooks (Artman-Meeker, Grant, & Yang, 2016). It can help students understanding the needs and reality of these people (Ostrosky et al., 2015). The current study argues that when we try to integrate students with disabilities into regular education, we need to gradually incorporate the issues of people with disabilities into the curriculum of standard schools and classroom environments, thereby reducing barriers to inclusive education.

2.2. Disability and youth literature

Youth literature provides a powerful tool through which students make sense of both their cultural heritage and the world they live in (Ullah, Ali, & Naz, 2014). However, literary works can also function as mirrors, allowing students to self-reflect and recognize similarities and differences between themselves and the characters in literary works (Gilmore & Howard, 2016). The disability representation of children's literature has a history dating back four to five thousand years (Flood, 2016). Since the 1980s, there have been numerous studies examining the portrayal of childhood literature (Greta, 1986; Harrill, Leung, McKeag, & Price,1993; Ayala,1999; Dyches, Prater, & Cramer 2001; Prater, 2003; Quayson, 2007; Beckett, Ellison, Barrett, & Shah, 2010; Hughes, 2012; Hodkinson & Park, 2017). These studies highlight that people with disabilities are portrayed primarily through negative stereotypes; they are often portrayed as fearful, evil, and often become

ridiculous. Moreover, characters with disabilities often become victims of violent acts, often beaten and in several cases killed. Quayson (2007) emphasizes that if children's literature contains disability characters portrayed negatively and used scary scenarios and images, it might make children dislike these characters. According to Wall and Crevecoeur (2016), such stereotypes in children's literature result in problematic attitudes towards disabled people. Almerico (2014) points out that literary characters have a powerful influence on children, almost as strong as the real people they encounter every day. The negative stereotyped portrayal of people with disabilities in children's literature can significantly contribute to the general fear of children toward people with disabilities. Wall and Crevecoeur (2016) highlight that this problematic representation may also have a negative impact on readers' attitudes towards people with disabilities.

2.3. The theoretical background of the analysis

The analysis of disability content in school textbooks and children's literature is closely related to inclusive education. Research in inclusive education has highlighted the conditions required for the successful implementation of inclusive education. One of these is that inclusive classrooms need inclusive books, textbooks that depict people with disabilities in a realistic way. Therefore, it is necessary to analyse current textbooks' disability content to uncover and remove stereotyped representations (Prater & Dyches, 2008). The present study aimed to identify and critically analyse the presence of disability found within youth literature employed to support the Hungarian National Curriculum. The analysis was based on the categories of stereotypical representation revealed by the researches of Biklen and Bogdan (1977), and Rubin and Strauss Watson (1987) since these studies provide a detailed, complex description of the disability characters found in literary works. Analysing children's literature, Biklen and Bogdan (1977) found ten different commonly occurred stereotypical representations of people with disabilities, such as disabled people are 'pitiable and pathetic,' 'an object of violence,' 'sinister and evil,' 'curio or exotica,' 'an object of ridicule,' 'super cripple,' 'their own worst enemy,' 'a burden,' 'asexual' and 'incapable of fully participating in everyday life.' In 1987, Rubin and Strauss Watson added a stereotype category to the list of Biklen and Bogdan's stereotypes, such as a person with a disability 'being isolated from disabled and non-disabled peers. '

3. Methods

3.1. Research questions

Textbooks' content reflects society's norms and attitudes on certain topics of a given era, but it can also shape them (Whitbourne & Hulicka, 1990). Textbooks can thus serve as a staple between curriculum content and social perceptions; they can help to explore and understand social processes and the possibilities of how these could be changed.

This paper focuses on the results of a study investigating the representation of disability in the literary works found in primary school Hungarian Literature textbooks. As in fact, students read these literary works in primary school classes so that they can serve as an instructional vehicle for students' understanding of individuals with disabilities; we formed the following research questions:

-What kind of disability concept can be found in literary works?

- How can these representations affect students' perception of people with disabilities?

3.2. Content analysis

To address the research questions, a content analysis of the sample textbooks was conducted; content analysis is a systematic, objective, quantitative examination of message characteristics (Neuendorf, 2017) intended for the analysis of message contents to unfold "what they mean to people, what they enable or prevent, and what the information conveyed by them does" (Krippendorff, 2004, p. 2). During content analysis, recurring patterns provide the basis for interpretation and can "reveal the more subtle messages embedded in a text read by a student in a classroom" (Hoffman, Wilson, Martinez, & Sailors, 2011, p. 28). In quantitative content analysis, the text should be measurable and analysable by compiling special categories and topics into different study categories, the frequency of which can already be measured and analysed (Majoros, 2004). According to McQuail (2010), latent reports are the most important in modern content analysis, and they cannot be read directly from the quantitative analysis data. He assumed that it is not enough to count the frequency of the textual elements, but also have to examine their relationships. It may also be telling if some content is missing from the text.

3.3. Data analysis

The study began with selecting literature books for primary school students from the list of approved textbooks for the academic year 2019, which was revealed by the Hungarian Government. 39 books were selected from the list; whose literary works were analysed along with the research questions. In the chosen 39 textbooks, we examined 2301 literary works to reveal if they have any disability-related content. We found content related to disability in 132 literary works, and these works were further analysed along the research questions presented above.

Within the study content, textual and discourse analysis were applied. The first phase of the research, the macro analysis, focused on finding the disability-related messages represented within the examined literary works. The analysis targeted the frequency and location of the Hungarian words for disability in different literary works. The numbers of occurrences were analysed using descriptive statistics. We calculated the absolute and relative occurrence of each search term during this phase to reveal how frequently disability or disabled people were mentioned in the texts. Within the microanalysis stage, the relevant hits were examined to identify how disability was located within the text and what conception of disability was represented in them. We used linguistic analysis to reveal 'hidden assumptions' about disability and disabled people (Crawford, 2004, p. 21). In this procedure, linguistic forms such as lexicon, agency and action, voice, verbs, and adjectives (Ninnes, 2002) were scrutinized. Finally, the demarcated units were analysed how the constructed representation of disability might influence pupils' concept of disabled people (Hodkinson, Ghajarieh, & Salami, 2016).

Designing the coding system of the content analysis applied both inductive and deductive techniques. As a starting point, we developed the coding system of the analysis based on the disability-related stereotype categories compiled by Biklen and Bogdan (1977), and Rubin and Strauss Watson (1987). However, the need to develop additional categories arose during the analysis, so the basic code system was supplemented. Individuals with disabilities as (13) frightening characters, (14) dirty, filthy individuals, and disability as (15) punishment and (16) illness were depicted in the categories we added. The recurring patterns explored by the code system during the research formed the basis for the interpretation of the disability-related terms found in the texts.

4. Results

4.1. The categories of disability representation and their distribution in the works examined

The frequency analysis of disability content in literary works revealed that the concept of disability and people with disabilities as actors are present in the reviewed literary works, although they are very underrepresented (absolute frequency is 132, relative frequency is 0.053). The representation of disability most often reflects a stereotypical view (95% of all depictions of people with disabilities). 83% of all depictions contain negative stereotypes, while 12% of the representation writers employ positive stereotypes to describe the characters with disabilities. Realistic, stereotype-free representation of people with disabilities was found only in 5% of cases.

Within the negative stereotypes, additional subgroups could be identified, which distribution is also quite different. The vast majority of representations with a negative stereotype refer to a person with a disability (94% of all negative stereotypical representations), while expressions containing a negative stereotype describing disability as a concept account for only six percent of this group's results. Negative stereotypes about people with disabilities mostly refer to the character's personality (38% of negative stereotypes). Individuals with disabilities are most often portrayed as evil, cruel characters in the literary works examined, and to a lesser quantity as actors who cannot participate fully in social life (Figure 1).

Depicting the external characteristics of people with disabilities is also not without negative stereotypes. They are mostly scary figures who wear dirty, torn clothes, in many cases repulsive, or have a pathetic appearance. One characteristic form of portraying characters with disabilities is that they are present as victims in the story. They often become victims of violence or ridicule.

The analysis of the data produced a number of results, which were grouped into individual themes. In the following, we discuss the stereotypical representations present in the largest proportion in the literature works examined in detail.
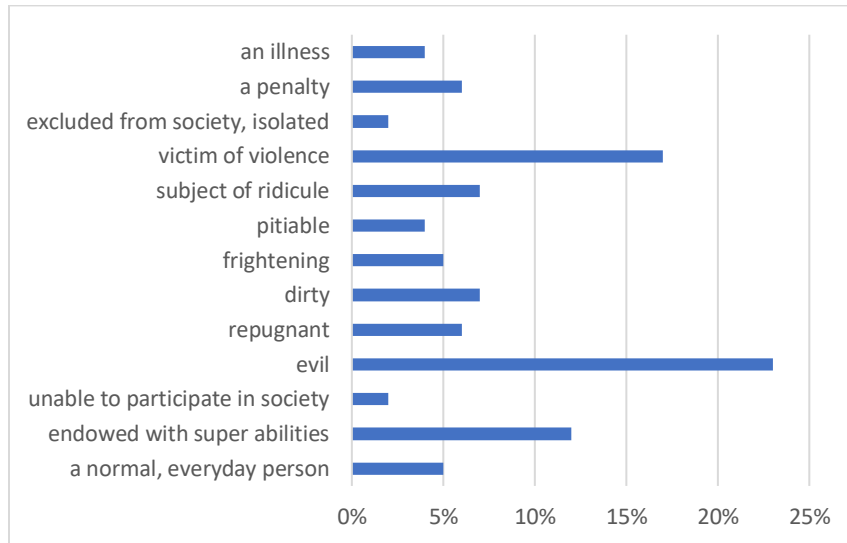
Figure 1: Percentage distribution of negative stereotypes about disability revealed in the analysed literary works (N=132)

4.2. The topic of exclusion

Research findings showed a significant focus on excluding individuals with disabilities from society in the literary works we examined. In the analysed stories, the characters with disabilities often live alone, in exile, having no friends or family. For example, this theme of exclusion is detailed in Durell's My family and Other Animals. The Rose-beetle Man figure always appears lonely here; he never has company; he acts to entertain himself. We cannot know where he lives, he always emerges from nowhere, and his figure disappears into nothingness when he leaves. In the short story of Pál Békés: The Lead Soldier, we meet the protagonist on the street as he lies on the sidewalk. He was thrown away because he was no longer needed. Also, in Stevenson's novel Treasure Island Pew, the blind was deserved, left alone behind by his comrades, crying, "you will not leave old Pew, mates." Nevertheless, nobody answers or even helps him. Furthermore, the topic of exclusion appears in Andersen's story of The Ugly Duckling as well. In this story, one can well trace how someone becomes an exile in society simply because of a difference in his physical appearance. The well-known story focuses on a duckling that is ugly because it does not have the same features compared to others, so the stigma of someone with a dissimilar body from the 'norm'

can be connected to the storyline (Hodkinson & Park, 2017). Because of this difference, the duckling is excluded and teased for much of the story. These literary works demonstrate clearly common issues surrounding 'normalcy' and 'aesthetic nervousness' that disabled people have to encounter in society daily.

4.3. The disabled character as a scapegoat

In the analysed literary works, the individuals with disabilities often cause the complication, the trouble, in many cases appearing as a scapegoat in the story. In Story about the Echoes of Tihany, the silent princess causes the death of the wave king's son because she does not reciprocate his love. In Gárdonyi's novel Stars of Eger, the one-eyed Jumurdzsák commits child abduction in two cases, which impact the further development of the story. Moreover, in many cases, these characters appear in the story as seeking revenge on non-disabled characters. This allows the reader to believe that people with disabilities blame and cause guilt on others because of their condition (Dahl, 1993). Another negative representation of disability may also be observed in a Hungarian legend, the White Mare's Son. Within the story, one of the main characters is a "deformed dwarf" who is represented to be sly and mean. As an object of evil, he was introduced within the story when he takes the food of people by force. Moreover, these characters often were depicted as terrifying, horrible people. This type of depiction can easily result in negative prejudices about people with disabilities, as the readers usually dislike these characters. This perspective can also become a reality and cause fear of people with disabilities when students think that disability character traits determine the person's personality with a disability (Solis, 2004). This belief, far from reality, can play a role in the aesthetic nervousness towards individuals with disabilities because of their different physical appearance (Quayson, 2007).

4.4. Contrasting normalcy and disability

In the literary works analysed, the contrast between disability and perfection was noticeable. Disability usually appears as a problem or an error related to the appearance or personality trait of the disabled character, as opposed to other characters or even their own other character traits. When disability appears within the other characteristics of the disabled person, it is usually connected by the 'but' conjunction with the other traits. This often means that, unfortunately, disability is also present as a negative trait among other characteristics of the

individual. For example, in Story about the Echoes of Tihany, we read the following about the protagonist, who is a blind princess: "God made her not only beautiful but also gentle, kind-hearted, smart, and patient; however, she was mute." The writer contrasts the beauty and goodness (which are positive attributes) of the princess with the muteness (which, in this context, can be interpreted as a negative attribute). Another example can be found in the story of Sándor Kányádi, The Silent Tulip, in which the punishment of the evil gardener is to shrink into a dwarf. This distorted view of disability can cause students to feel insecure concerning people with disabilities. This perception suggests to students that only the "normal" is acceptable to society (Santiago, 2007) and that people with otherness face punishment and exclusion.

4.5. The disabled characters as an object of violence

Research results show that a character with a disability usually dies or is injured in the story. Moreover, in the vast majority of cases, the disabled person is a victim of a violent act. Stevenson, in his novel Treasure Island, describes the death of the blind character as follows: "Down went Pew with a cry that rang high into the night, and the four hoofs trampled and spurned him and passed by. He fell on his side, then gently collapsed upon his face and moved no more". In The Story about the Echoes of Tihany, the mute princess also becomes a victim of violence; the King of the Waves kills her as revenge on his son's death. János Lackfi writes in his poem about a one-eyed cat: "And if you do not die in the fight, then my dad will kill you!" In Ady's poem, a fool black piano, cries, wins, hums, and suffers because his blind master tears, tortures it. The one-eyed character of Géza Gárdonyi's Stars of Eger was found under the castle wall. He was beaten and almost dead.

In these lines, we can read real acts of violence that are humiliating, often painful, or fatal to the character with a disability. These depictions influence students to believe that the disabled body can be an easy target for real physical violence of non-disabled others (Goodley & Runswick-Cole, 2011). Moreover, this perception of disability might enable students to place disabled people lower than themselves in terms of importance and hierarchy in society (McGrail & Rieger, 2014).

5. Conclusion

The present study explored and analysed the representation of disability in literary works in the textbooks of primary schools in Hungary. One of the research's main findings is that people

with disabilities are underrepresented in the sample texts. The results also show that in the examined literary works, the characters with disabilities mostly appear stereotypically. A considerable amount of the stereotypical representation is made up of characters depicted by negative stereotypes. The main recurring patterns of the most significant negative stereotypes include a person with disabilities as a scapegoat, disability as punishment, and disability as an object of violence. The analysed literary works strongly reflect the notion that deviation from the "norm" physically or mentally is always in Literature lessons reprehensible, negative. According to Santiago (2007), this approach may have the consequence that learners become highly norm-oriented and find it difficult to accept individuals who differ from these criteria defined and accepted by society. Thus, they may have problems adapting the concept of social diversity and accepting members of different minority groups.

These results draw attention to the fact that these literary works are not inclusive; most of them reflect the perception of the moral model of disability. They do not help students get to know people with disabilities; they rather suggest fear about them and can lead to their isolation. Such a one-sided depiction of disability can reinforce students' prejudices who read works about people with disabilities and create an obstacle to social inclusion (Hodkinson & Park, 2017).

Given the results, it can be considered that the use of the analysed literary works without critical analysis is not recommended in literature lessons. Exploring the stereotypical contents of literary works from different historical eras can show students that prejudices about people with disabilities have existed for centuries. At the same time, analysing stereotypes can help students rethink their own prejudices about people with disabilities (Flamich & Hoffmann, 2014). Therefore, in teaching these literary works, emphasis should be placed on a critical examination of the stereotypical representation of disability. However, it would be useful if inclusive literary works appear in literature textbooks, as the results of Prater and Dyches's (2008) research show, it is only inclusive literature that can be arguably useful for all children. Inclusive readings based on more than just fiction reflect social diversity, but these literary works can also contribute to developing a positive self-image of students with disabilities (Beckett, et al., 2010). These are unquestionably essential conditions for the social integration and inclusion of people with disabilities.

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CHAPTER 4

STUDY 3:

Addressing disability representation in EFL textbooks used in Hungarian public education

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ABSTRACT

Textbooks can play an important role in shaping the image of a particular social group by means of its textual and visual representation. A realistic and unprejudiced image of people with disabilities should be an important part of the curriculum in public education institutions in order to help students understand the needs and reality of those living with a disability. The goal of the present research was to identify and critically analyze disability as curriculum content in English as a foreign language (EFL) textbook used in Hungarian public education. A content analysis of texts and images from sample books was performed by applying coding based on categories used in similar studies, complemented with additional categories to meet the requirements of the present study. In the case of all the examined textbooks, we found that the presentation of people with disabilities in the texts and visual materials was extremely limited. Representation focused on the distinctive aspects of disability. People with disabilities were mostly depicted participating in a minimal variety of segregated and elite activities, while there was a marked lack of images of people with disabilities involved in everyday situations, as individuals, integrated into society, and as part of a given sociocultural environment.

Keywords: Disability representation, Inclusive curricula, EFL textbooks, Content analysis

Introduction

Inclusive education has been emerging as a value in international education policy since the Salamanca Statement, which emphasised that inclusion has to be the norm (UNESCO, 1994). As a result of this change, students with special educational needs (SEN) have been able to attend mainstream education and learn together with their majority peers. In Hungary, there is also a growing number of SEN students in mainstream education. 72% of students with special educational needs participating in public education receive integrated education (HCSO, 2022).

Inclusive education would greatly benefit students with disabilities by giving them the opportunity to spend most of their time being schooled with their typically developing peers. It would also promote greater social acceptance of difference and impairment. However, there is consistent evidence that being placed in mainstream educational settings does not guarantee that children with disabilities will be accepted, valued, and integrated into the classroom (Martinez & Carspecken, 2007; Lindsay & McPherson, 2012; Schiemer, 2017). Re searchers have found that, despite having several opportunities in the course of a day to interact with peers with disabilities, most of nondisabled children ignore peers with special needs (Rillotta & Nettlebeck, 2007; Tavares, 2011; Mammas et al., 2020) and have negative attitudes towards them (Grütter et al., 2017). Researches also highlighted that this negative attitude is one of the main barriers of the inclusion of people with disabilities in society (Schwab, 2017; Alnahdi, 2019). In light of the research results, inclusive classrooms do not guarantee that nondisabled students will form friendships with students who have disabilities, or that students with disabilities will be accepted by their non-disabled peers. Educators, therefore, need to take steps to promote the acceptance of children with disabilities. Textbooks are a readily available resource that teachers can use to help their students learn about disability if these textbooks have the appropriate content.

Conceptual framework

Disability is a broad term, the definition of which has been subject to many interpretations. The different definitions can be traced in the disability models (Forstner, 2022). Since the end of the last century, the conceptualization of disability has undergone a significant change (Whiteneck, 2006).

In our analysis, we use the disability definition that reflects the interpretation of the third generation of disability conceptual models (Forstner, 2022) and originates from the International

Classification of Impairments, Disabilities, and Handicaps (ICIDH) reform process. In this perception, disability is not only a health problem, but a complex, multi-layered and controversial concept, with political, medical, ethical, and psychological implications (Shakespeare & Watson, 2010; WHO, 2011; Waddington & Priestley, 2021). This definition is primarily rooted in the concept of the social model of disability, according to which disability is a specific form of social oppression (Olkin, 2002). In this model, disability is interpreted as one of the characteristics of a person's specific identity, and the primary cause of disability is the mismatch between the disabled person and the environment, the lack of accessibility. From this perspective, it is primarily the environment that creates disability and barriers, not biological differences. This interpretation emphasises the responsibility of society to create appropriate environ mental (physical and social) conditions for people with disabilities (Shakespeare & Watson, 2010). We have chosen this model as the conceptual framework for our research because education should create opportunities for the young generation to acquire relevant knowledge, skills, and attitudes towards people with disabilities. In this way, they might be able to create an environment in which people with disabilities can meet social acceptance and opportunities for independent living.

The role of textbooks

The importance of textbooks in the education of children between the ages of 3 and 14 is unquestionable. Nowadays, many of them have been available in digital form, their content has remained unchanged. Hungarian public education has traditionally made use of learning tools; thus, textbooks have a significant influence on teaching (Sinka et al., 2014).

Textbooks are an integral part of school education, and students spend most of their time using these materials (Blumberg, 2007). Olson (1989) claimed that students may read at least 32,000 textbook pages during their studies and spend 75% of their time engaged with textbook content.

Textbooks are a staple in school curricula worldwide, presenting official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviors of the given society (Shannon, 2010). As social constructs, textbooks can be an important source of cultural elements, besides providing linguistic and topical content (Wen-Cheng et al., 2011). They reflect the prevailing values, norms, and attitudes of a society (Pogorzelska, 2016) and represent relationships that are considered natural and appropriate (Sleeter & Grant, 2003). Textbooks can thus play an

important role in shaping the image of a particular social group by means of its textual and visual representation (Hodkinson & Ghajarieh, 2014).

Inclusive curricula

Over the past two decades, inclusive curricula have acquired special significance in terms of increasing the visibility of different minority groups (Nind, 2005). As a result, the representation and acceptance of social diversity have become required elements in educational curricula and other learning materials, as powerful tools for overcoming discrimination. Mainstreaming disability-related content could be a means of shaping education that promotes respect, diversity, inclusion, and equality (Alves & Lopes dos Santos, 2013).

Disability-related content in the general curriculum and learning materials can create a favorable inclusive learning environment for all students. Such content allows students with disabilities to relate to characters who are similar to them and can help nondisabled students to learn about disability and the importance of valuing individual. differences (Ferguson, 2006). The infusion of disability-related content into the general curriculum represents a preventive approach to reducing negative attitudes and overcoming barriers to the inclusion of people with disabilities (Browning & Cagle, 2017; Knoll et al., 2017), as well as preparing all students to adopt the ethical and moral principle of valuing individual differences (Alves & Lopes dos Santos, 2013). Learning materials that support inclusive attitudes can help students to discover, discuss, and reinterpret their own stereotypes of disability (Erevelles, 2011; Symeonidou, 2019).

English as a foreign language

English is a global language, with approximately 508 million speakers in the world. It serves as the lingua franca in many areas of life, including education. A considerable number of people worldwide learn English as their second language (Hellinger et al., 2001).

In Hungary, English language is a core subject studied in primary and secondary schools, thus it has an important role in Hungarian public education. Textbooks used for teaching English as a foreign language (EFL) contain stories and communication tasks that simulate or reflect real life. These texts convey the attitudes and values of the dominant culture and provide frameworks for understanding everyday life. Since textbook content unquestionably affects learners, it is important to evaluate the quality of these materials.

Textbooks and disability

The analysis of disability-related content in primary and secondary school textbooks is closely related to inclusive education. Research on inclusive education has been carried out for almost half a century and has revealed the conditions necessary for the successful implementation of inclusive practice. One of these conditions is the use in classrooms of inclusive textbooks that contain lifelike representations of people with disabilities (Cameron & Rutland, 2006). In order to meet this criterion, it is necessary to analyze the content of disability-related curricula in current textbooks, to explore the disability-related bias they contain Beckett et al. (2010), and to remove such stereotyped content (Prater & Dyches, 2008).

Whilst gender and racial stereotypes have often been the subject of textbook content analysis, research on the disability-related content of primary and secondary school textbooks is sparse (Sleeter & Grant, 2003). Sleeter and Grant (2003) analyzed 47 textbooks (social studies, reading/language, art, science, and mathematics), applying picture and textual analysis to map disability-related content. Their research revealed that disability issues were seldom mentioned in the textbooks. Storylines ignored people with disabilities and failed to take advantage of opportunities to familiarize non-disabled people with the contributions that people with disabilities have made to society. The picture analysis revealed that people with disabilities were almost entirely ab sent, appearing in only a few pictures. Ruskus and Poceviciene (2006) examined 27 Lithuanian language and literature textbooks and nine ethics textbooks for years 1 to 10. They found that although the definition of disability in the texts was neutral and informative, it tended to be associated with an indirect feeling of misfortune, especially when acquired disabilities were discussed. The textual analysis also revealed that the textbooks mostly presented negative stereotypes of people with disabilities, although there was some positive description. Based on the picture analysis, the researchers concluded that people with disabilities were quite underrepresented in the textbooks, with depictions limited exclusively to people with visual impairments. Nevertheless, the visual representation of people with disabilities could be regarded as positive: The few images that were presented were lifelike and showed people with disabilities actively involved with their nondisabled peers. Cheng and Beigi (2011) investigated depictions of people with disabilities in illustrations in seven Iranian EFL textbooks. The results of their research suggested that people with disabilities were underrepresented in the analyzed textbooks, thus placing students with disabilities at a disadvantage and perpetuating their invisibility. Research by

Táboas-Pais and Rey-Cao (2012) examined how images of disability in physical education textbooks for secondary schools in Spain showed people with dis abilities participating in a limited range of segregated, competitive, and elite sports activities. There were no references to activities in the natural environment, physical conditioning exercises, games, or corporal and artistic expression, even though all these activities are included in the physical education curriculum (Táboas-Pais & Rey-Cao, 2012). Gonzales-Palomares and Rey-Chao (2020) examined the disability content of 6773 pictures represented in Spanish secondary physical education textbooks and compared their results with the previous studies. Their results were broadly in line with those of previous studies (Táboas-Pais & Rey-Cao, 2012; Vidal-Albelda & Martínez-Bello, 2017) i. e. people with disabilities are underrepresented, depicted in non-inclusive situations and basically participate in elite spots in the pictures in textbooks. However, some changes were detected compared to the results of similar, previously published research. The appearance of elite sports has decreased, giving way to more varied representation that includes artistic motor expression, physical fitness training, and physical activities in natural environments. The proportion of outdoor activities also increased in addition to the decrease in indoor activities. Pogorzelska (2016) explored the disability-related content in EFL text books used in Poland and Sweden. She revealed that the textbooks only partly contributed to the decategorisation of people with disabilities, as they were typically shown separately rather than as an integral part of a peer group. Hodkinson et al. (2016) analyzed the visibility of disability in Iranian and English educational texts. Their results revealed that the representation of disability in the textbooks was limited, reflecting the social marginalization of people with disabilities in the two countries. Abu-Hamour et al. (2019) pointed out that people with disabilities were rarely represented in Jordanian school textbooks, even though the analyzed books (Arabic language, social citizenship, and civics) featured a considerable number of topics where disability-related texts and images would have been appropriate.

Material and methods

The goal of the present paper was to investigate the representation of disability in currently used EFL textbooks in Hungary and to use this knowledge to inform educators of areas they may wish to supplement.

In order to examine disability-related content in EFL textbooks in Hungary, the following research questions were posed:

1. To what extent is disability-related content included in EFL textbooks in Hungary?

2. In what social contexts are people with disabilities represented?

3. What major themes were found in relation to people with disabilities during the analysis?

4. How do the texts and images perpetuate or contradict negative cultural representations of disability?

Sample

In Hungary the Act CXC of 2011 on National Public Education stipulates that from September 2013, the state will ensure that textbooks are available free of charge for pupils from the first grade in a phasing-out system, as well as in national minority education and special education (Sinka et al., 2013). However, the Public Education Act also states that schools can only choose from the textbooks listed in the catalog of approved textbooks for the National Curriculum framework subject in the subject of the school textbook ordering.

We began the study with a search for EFL textbooks in the list of approved textbooks for the academic year 2021 published by the Hungarian Government. We found 49 textbooks in the list that are used in Hungarian primary and secondary schools to teach English as a foreign language. All the textual tasks (4112) and pictures (5535) in these 49 textbooks were analyzed.

Content analysis

We used content analysis—that is, a systematic, objective, quantitative analysis of message characteristics (Neuendorf, 2017) designed for the examination of message contents to elucidate "what they mean to people, what they enable or prevent, and what the information conveyed by them does" (Krippendorff, 2013, p. 2). As a qualitative or quantitative research method, it allows researchers to extract, analyze, and interpret the covert or overt messages of a given text by identifying the intersecting relationships between recurrent words or themes (Hoffman et al., 2011).

For the purposes of the present analysis, the basis of interpretation was provided by the recurring patterns, which were able to "reveal the more subtle messages embedded in a text read by a student in a class room" (Hoffman et al., 2011, p. 28).

Textual analysis

As the first step in the analysis, we selected texts that included characters with disabilities or other content related to disability. These texts became the units of our analysis and were examined based on the coding system we compiled (Table 1).

Table 1: Coding categories and textual analysis indicators.

1.   Stories
1.1. Plot indicators
1.1.1.   Fiction
1.1.2.   Nonfiction
1.2. Characters with a disability
1.2.1.   Gender
1.2.1.1.   Male
1.2.1.2.   Female
1.2.1.3.   Mixed group
1.2.2.   Age
1.2.2.1.   Adult
1.2.2.2.   Child
1.2.2.3.   Elderly person
1.2.3.   Lifelikeness
1.2.3.1.   Fictional
1.2.3.2.   Nonfictional
1.2.4.   Social status
1.2.4.1.   Elite
1.2.4.2.   Nonelite
2.   Other
2.1. Texts with evidence-based information about disability

Each unit of analysis was coded independently by choosing one indicator from each of the categories. The theoretical basis for the development of the coding system was provided by the World Health Organization (WHO) definition of disability, according to which disability is an umbrella term that encompasses the health status of a person with a disability, as well as the interaction of personal and environmental factors. In this complex interpretation, society has a major role to play in overcoming the barriers related to disability (World Health Organization, 2011). In this context, it is important to equip primary and secondary school students with relevant knowledge, skills, and attitudes in relation to people with disabilities, because "only in this way will they be able and willing to change their environment into a place where people with disabilities will meet social acceptance that will also result in creating relevant facilities for them"

(Pogorzelska, 2016, p. 29). Thus, our coding system focused on how relevant and lifelike the stories that featured characters with disabilities were, and the types of information that were provided to students about people with disabilities in the texts. Based on the coding system used for the analysis, the texts were classified according to two categories. One set of texts comprised stories about people with disabilities, while the other group comprised descriptive texts containing information about disability. With respect to the stories, we examined the plot and the characters.

The plot indicators were "fictional" and "nonfictional." For this category, the operational definition depended on answers to the following questions: "What is the setting for the story?" "How realistic are the events?" and "Does the plot contain fantastic, fictional elements?"

We examined four categories with respect to characters with disabilities: gender, age, lifelikeness, and social status. The indicators in the gender category were "male," "female," and "mixed group." The operational definition in this category was that the text contained one or more people with disabilities whose basic characteristics represented them as males or females based on their described physical attributes, their name, and other distinguishing characteristics.

The indicators in the age category were "adult," "child," and "elderly person." The operational definition in this category was that the text contained one or more people with disabilities who were represented as an adult, child, or older adult based on their described physical attributes, clues about their age, or other distinguishing characteristics such as behavior, occupation, or role in the family.

The category of lifelikeness contained two indicators: "fictional" and "nonfictional." The operational definition was based on whether there was anything supernatural in the description of the character in terms of their appearance and abilities.

The "social status" category included two indicators: "elite" and "nonelite." Elite characters were those people who were described as successful and popular, and who were famous for the activity in which they were engaged. The operational definition of the nonelite characters was that they were not famous and had an ordinary job.

Image analysis

In the first half of the analysis process, we reviewed all 5535 images in the 49 textbooks and selected those with disability-related content. These pictures became the analysis units and were coded independently by choosing one indicator from each category (Fig. 2). The coding

system for the analysis was developed from previous code lists based on the literature review (Hum et al., 2011; Táboas-Pais & Rey-Cao, 2012; Vidal-Albelda & Martínez-Bello, 2017;) by selecting those codes that were relevant to our analysis. The coding scheme consisted of seven categories: gender, age, participation, relation, physical activities, level of physical activity, and type of disability (Table 2).

The indicators for the gender category were "male," "female," and "mixed group." The operational definition in this category was that the picture contained one or more people whose basic characteristics rep resented them as males or females based on their physical attributes, hairstyle, makeup, clothing, and other distinguishing features.

The indicators for the age category were "adult," "child," or "elderly person." The operational definition in this category was based on the character's appearance in the image according to their physical characteristics: gray hair and wrinkles for older adults, or clothing.

The relation category contained the following indicators: "alone," "close relation," or "distant relation." The operational definition for these indicators was whether the person with a disability was alone or in company in the image, and how they were related to the people with whom they were pictured. We examined signs of the relationship, such as physical proximity, body language, and touch, as well as other characteristics that indicated the quality of the relationship.

The physical activity category indicators were "inactive" or "active," and within the indicator "active" there were different domains. The operational definition in this category was whether the person with a disability was active or passive in the picture, and, if active, the characteristics, location, and material conditions of the activity were decisive. The participation category indicators were "alone," "together with other people with disabilities," and "together with nondisabled people." The operational definition in this category was based on whether the character with a disability was seen in the image alone, in the company of other people with disabilities, or with nondisabled people. The level of activity category contained two indicators: "elite" and "nonelite." The operational definition in this category was whether the person with a disability was famous for their activity and/or whether a professional competition (Paralympic Games) or performance venue was recognizable in the picture.

The last category in the image analysis was type of disability. It contained five different indicators, according to the main categories of disability type. The operational definition in this

category was the presence of characters and devices that referred to certain types of disability, such as wheel chairs or guide dogs.

Table 2: Coding categories and image analysis indicators

1. **Gender**
    1.1 Female
    1.2 Male
    1.3 Mixed group

2. **Age**
    2.1. Child
    2.2. Adult
    3.3. Elderly person

3. **Participation**
    3.1. Alone
    3.2. Together with other people with disabilities
    3.3. Together with nondisabled people

4. **Relation**
    4.1. Alone
    4.2. Close relation (family and friends)
    4.3. Distant relation

5. **Physical activity**
    1.1. Inactive
    1.2. Active: sport
    1.3. Entertainment
    1.4. Work
    1.5.   Education
    1.6. Daily routine

6. **Level of physical activity**
    6.2 Elite
    6.2. Nonelite

7. **Type of disability**

    7.1. Visual impairment
    7.2. Hearing impairment
    7.3. Physical disability
    7.4. Cognitive disability
    7.5. Mental health and emotional disability

Procedure

Three independent coders, who were English teachers were prepared for coding, introduced them to coding rules and coding indicators. During the preparation, we used images and texts that did not come from the books analysed in the research. At the end of the training, the coders analyzed 30 randomly selected images, and 20 non-randomly selected images among which all category indicators occurred (Lacy & Riffe, 1996). We proceeded similarly to testing the text analysis, we tested 30 texts, of which 20 were randomly selected and 10 were selected according to the code categories. To be able to assess the agreement of the coders, inter-rater reliability statistic was calculated. Fleiss Kappa of the text analysis (K = 0.836) and the picture analysis (K = 0.807) showed high inter-rater reliability.

The textual and pictorial analyses were performed using a content analysis method. As a first step, the coders tagged the images and texts in the textbooks in which the representation of disability was detected. The selected texts and images became the analysis units that the coders examined based on the coding system.

The independent coders used a table containing the categories and indicators to carry out the procedure. The coders assigned a code to each unit of analysis (text or image) by selecting one indicator from each category according to the operational definitions. When the coding was finished, the coders compared the codes. Where there was disagreement, they discussed their opinions until they reached a consensus. The codes were recorded and processed in the SPSS 26 statistical system. We calculated the frequency of each indicator within the categories and then performed a cross-tabulation analysis.

Results

Out of the 49 textbooks analyzed, nine textbooks contained content related to disability. Among the 4112 textual tasks, we found 19 disability-related tasks (0.46%), while only 17 of the 5535 images contained disability-related content (0.30%). Based on our examination of the entire sample, we can conclude that disability is rarely represented in the EFL textbooks used in primary and secondary education in Hungary.

Textual analysis

Among the texts with disability-related content (n = 19), three were descriptive and contained evidence-based information or presented sign language and modern tools to help people with disabilities. The other 16 texts presented detailed life stories. There were three fictional and 13 nonfictional stories. Among the nonfictional stories (n = 13), the main character in 11 stories was a person with a disability. In contrast, in two cases the protagonist was not disabled but was somehow related to disability in the story. One of the topics was fundraising for war victims, and the other was about the life of a boy who recovered from depression by working as a volunteer for a Paralympic basketball team.

The gender category included three indicators: "male," "female," and "mixed group." These indicators referred to the person with a disability in the story. The disabled characters in the stories (n = 16) comprised equal numbers of males (50%, n = 8) and females (50%, n = 8). There were no representations of any mixed-gender groups of people with disabilities. In terms of texts dealing with types of disability (n = 18), the biggest proportion were related to people with physical disabilities (56%, n = 10). Texts related to visual or hearing impairments were found in equal proportions (16%, n = 3 in each case). The stories mentioned one person with a cognitive disability and one person with a mental and emotional disability (5% in each case).

With respect to the level of activity, two groups were distinguished. The elite group included people who were successful and well-known for their activities (famous actors, athletes, artists, and scientists). The other, nonelite group included characters who were not world-famous for their activities but who had ordinary jobs and lives. In the case of the three texts that did not feature any characters, we were unable to decide on activity level, thus we examined activity levels in 16 texts. In 75% of these 16 texts (n = 12), the characters included famous and popular people with disabilities, while four texts presented ordinary people with disabilities. With respect to the association between the variables, most of the people with disabilities who were engaged in elite-level activities (n = 12) were famous sportspeople (58%, n = 7). Apart from them, the group of famous people included three actors and a scientist.

Image analysis

Although most of the texts included images, we compiled a different coding system for the image analysis, as it was possible to examine the images from different perspectives compared to the texts.

Of the 17 images with disability-related content, 14 depicted people with disabilities. Three images had content referring to disability—the British Sign Language alphabet, an unauthorised car parked in a parking space for disabled people, and a high-visibility walking stick.

The 14 images of people with disabilities featured in the textbooks were first analyzed from a gender perspective. We found that 57.1% of the images depicted females, and 42.9% males.

In terms of the type of disability, our analysis showed that eight images were related to physical disability and four images were related to hearing impairment. In contrast, there was one image depicting a person with a cognitive disability and one image depicting a person with a visual impairment.

Our analysis of the pictures (n = 14) in terms of physical activity showed that people with disabilities were active in most cases (86%, n = 12). Nine pictures represented sporting activities, one depicted work, and two showed communication in sign language.

The images were also analyzed in terms of whether the people with disabilities represented in them were ordinary people or famous people. Of the 14 images depicting people with disabilities, 10 depicted a famous, popular person (71%). The contingency table showed that eight of these 10 famous people were athletes, one was an actor, and one was a musician.

Finally, the images were analyzed in terms of whether the person with a disability was alone or in company. In 64% of the images, the person with a disability was alone. In the six pictures in which people with disabilities were with other people, in most cases (83%, five pictures) they were depicted in the company of other people with disabilities. There was only one image in which a person with a disability was shown with nondisabled people.

Discussion

The extent of disability-related content in EFL textbooks

Our findings reveal that disability as curriculum content was present in the EFL textbooks, although it appeared to differing extents in the different sample books. In the case of all the examined textbooks, we found that the representation of people with disabilities in the texts and

visual material was extremely limited. Some of the sample books presented a "cultural silence" (Crawford, 2004, p. 1), as they lacked any textual or visual representation of disability or people with disabilities. These results are consistent with textbook analysis research on disability representation in other countries (Cheng & Beigi, 2011; Pogorzelska, 2016; Hodkinson et al., 2016). The underrepresentation of people with disabilities indicates that the English language textbooks used in Hungary do not strive for inclusive content. They do not reflect the repertoire of the full society, as people with disabilities are invisible in these textbooks. As David Sadker notices, "the most fundamental and oldest form of bias in instructional materials is the complete or relative exclusion of a group" (Sadker, n.d.). Textbooks containing this type of bias can give students the impression that people with disabilities are not relevant in society (Hardin & Preston, 2001).

The social context of depictions of people with disabilities in the textbooks

Gender representation is balanced, although there are slightly more disabled women than men in the pictures. However, there is an imbalance in the portrayal of disability types. Both in the texts and in the pictures, there is a predominance of people with physical disabilities, most of whom are sitting in wheelchairs. Our findings are in line with those of many other studies, where people in wheelchairs appear in school textbooks as symbols of disability (Táboas-Pais & Rey-Cao, 2012; Vidal-Albelda & Martínez-Bello, 2017; Gonzales-Palomares & Rey Chao, 2020). The characters with disabilities in the texts and pictures of textbooks are thus portrayed from a very narrow perspective and do not represent the diversity of people with disabilities.

In terms of the social context of the representations, our analysis revealed that one common theme in most of the examined pictures and texts was that people with disabilities were typically represented as participants in prestigious sporting events. People with disabilities participating in elite activities (actors, scientists, and Paralympic sportsmen/women) were visibly overrepresented in the textbooks and were typically depicted as heroes. A considerable number of the titles used for the stories also referred to this concept, containing phrases such as "My special hero" or "My hero." Within the stories, descriptions of people with disabilities likewise included phrases such as "amazing," "tried hard and achieved a lot," "she never gave up," "he never looked back," and "it was a heroic struggle." These people's stories illustrate how they were able to achieve success and become famous despite their disabilities.

Textbooks and various disability awareness programs commonly inform students about disabilities by presenting them with descriptions of famous and successful people with disabilities (Táboas-Pais & Rey-Cao, 2012; Vidal-Albelda & Martínez-Bello, 2017; Gonzales-Palomares & Rey Chao, 2020). On the one hand, such descriptions can usefully serve as inspiring, positive examples, and also can challenge the stereotype that people with disabilities are passive, dependent, and helpless (Pogorzelska, 2016). On the other hand, they can easily lead to overestimation of people with disabilities. Presenting only one interpretation of an issue, situation, or group of people may perpetuate bias, as such accounts simplify and distort complex issues, and personalities by omitting different perspectives and situations (Sadker, n.d.). This depiction can often lead to stereotypes that make people with disabilities appear unnaturally heroic and positive, resulting in imbalance and selectivity in their representation (Coomer et al., 2017). Moreover, it does not give students the opportunity to learn about the everyday lives of people with disabilities and confront issues related to them.

Another common feature of the representation of people with disabilities is that they can be seen alone or with other sportspeople with disabilities, but rarely in the company of relatives and family members or with other nondisabled people. This portrayal, where people with disabilities only interact with other people with disabilities, can also lead to bias by implying that they are isolated from other cultural communities. While this form of bias might be less harmful than omission or stereotypes, isolation portrays non-dominant groups as peripheral members of society (Sadker, n.d.).

Only a small proportion of the analyzed representations depicted people with disabilities in common, everyday situations. We hardly found stories or pictures in which people with disabilities were with their families or spouses, or in the company of nondisabled peers. Our analysis revealed only one text containing a typical, lifelike story. This concerned a teacher with a visual impairment. The story described a day in the teacher's life, how she taught at school, how she recognized her students primarily by their voices, how she used a guide dog, and how her husband helped her correct her students' tests. It was a genuinely inclusive story, in which a teacher with a visual impairment taught in a majority school. Her students loved and accepted her and helped her to overcome the barriers arising from her disability. By reading and studying such stories, students can develop a relevant image of people with disabilities and acquire the knowledge, skills, and attitudes that can help them to change their environment into a place where

people with disabilities encounter social acceptance and are provided with appropriate facilities. From the perspective of inclusive education, it would be necessary to rethink the content of these materials and to ensure that EFL textbooks feature stories about inclusion. At a time when teachers have to teach from centralised, prescriptive curricula and textbooks, it is imperative that curriculum materials and content standards reflect the diverse backgrounds, histories, and narratives of people in society (Ladson-Billings, 1995; Sleeter, 2005; Aronson & Laughter, 2015; Waitoller & Thorius, 2016).

Conclusion

The results of the present study show that the representation of disability in textbooks is limited and mostly confined to stereotypes. Depictions of people with disabilities in textbooks are mostly related to elite competitive sports. At the same time, there are no representations of people with disabilities engaged in everyday, school, or leisure activities with friends and family. Although the medical representation of people with disabilities as dependent and helpless is less present in the EFL textbooks used in Hungary than in those used in Iran (Cheng & Beigi, 2011), Poland (Pogorzelska, 2016), and Pakistan (Gulab & Khokhar, 2018), the depiction of people with disabilities by the use of positive stereotypes does not provide an adequate representation of people with disabilities. Both the underrepresentation of disability and the illustration of disability predominantly from one perspective prevent students from learning about people with disabilities and the discrimination that affects them.

Our findings further highlight the need to increase awareness regarding the disability-related textual and pictorial content in school textbooks and to overcome stereotypes of people with disabilities. In essence, textbook content related to persons with disabilities does not comply with the provisions of Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities, as the lack of representation and representations containing negative stereotypes do not promote the pursuit of equal opportunities in society, but rather may reinforce stereotypes about persons with disabilities. A far more coherent and consistent approach to disability in EFL textbooks in Hungary is required, in which the everyday lives, perspectives and narratives of people with disabilities are presented. Greater attention to the conscious framing of disability concepts in EFL textbooks could increase the probability of textbook content enhancing students' positive

attitudes toward their disabled peers in schools, and toward people with disabilities in society as a whole.

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CHAPTER 5

STUDY 4:

The impact of literary works containing characters with disabilities on students' perception and attitudes towards people with disabilities

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ABSTRACT

Nowadays, with the emergence of an inclusive approach and the growing prevalence of its practice, social diversity as a value has become a highly focused area in social policy, including education. Reading and processing literary works that include a person with a disability can be an excellent tool in education for students to get to know people with disabilities, who make up a significant section of society. The aim of this study was to investigate the impact of literary works containing characters with disabilities in Hungarian textbooks on students' attitudes towards people with disabilities in a classroom setting. During the intervention, the students in the experimental group worked for 14 weeks with literary works including characters with disabilities in textbooks. The experimental and control groups consisted of two three-grade classes from a primary school in Budapest. Changes in students' attitudes were measured using the CATCH attitude questionnaire, metaphor analysis, and drawing analysis before and after the intervention. The results show that literary works with negative stereotypes have an impact on students' attitudes towards people with disabilities, so their critical analysis is recommended.

Keywords: Disability representation, School textbooks, Students' attitude, Stereotypes

1. Introduction

Disability is a societal issue affecting a wide range of populations, with people experiencing disabilities accounting for 15% of the world's population (WHO, 2021). Even though social policy over the last fifteen years has increasingly promoted inclusion and participation as a result of the development of civil rights in the second half of the 20th century the social acceptance and participation of people with disabilities is still limited. People with disabilities face daily barriers to participation in education and employment opportunities (Watson & Nolan, 2011), exclusion due to prejudice (WHO, 2021), and lower earnings and living standards (Sourbati, 2012; Pinilla-Roncancio, 2015) than members of mainstream society. The situation is similar for children with disabilities. According to a UNICEF report, children with disabilities are one of the most marginalised and excluded groups in society, and the least able to assert their fundamental rights (UNICEF, 2013). The report also shows that negative discrimination is not inherent in children's disabilities, but rather the result of a lack of understanding and knowledge about their causes and consequences, fear of the unknown differences, and stereotypes about disability (UNICEF, 2013). Similar results can be found in international research on the integration of students with disabilities in schools. The findings highlight that almost half of the students with disabilities attending an integrated institution are lonely and unable to integrate into classes due to a lack of social relationships (McDougall et al., 2004; Schwab, 2015; Schiemer, 2017). A major barrier to the social inclusion of people with disabilities is the lack of relevant information on disability in mainstream society (Connor & Bejoian, 2007). Beliefs and misconceptions about disability can be reinforced by (educational) institutions if they are not given sufficient attention and emphasis in the curriculum and so they cannot be clarified (Ware, 2001). One of the manifestations of exclusion that can contribute to a lack of understanding and acceptance of people with disabilities is the absence of representation of people with disabilities in mainstream school settings, curricula, and teaching materials (Favazza et al., 2016). Reading and analysing literary works that include characters with disabilities can serve as an excellent educational tool to help students learn about people with disabilities (Azano et al., 2017; Barrio et al., 2020). There are several studies in the international literature that explore and examine disability-related content in textbooks and analyse its possible effects on students' attitudes towards people with disabilities (Pogorzelska, 2016; Reichenberg, 2017; Gulya & Fehérvári, 2021). However, there is little research that seeks to explore the actual impact of children's literature on students' attitudes towards people with

disabilities (Adomat, 2014; Wilkins et al., 2016). The aim of the present study is to investigate the impact of literary texts containing characters with disabilities in Hungarian textbooks on students' attitudes towards people with disabilities in a classroom environment in an experimental setting.

2.   Textbooks and diversity

With the emergence of the inclusive approach and the increasing spread of its practice, social diversity as a value has become a highly focused area in social policy, including education. During their primary school years, students increasingly notice differences between people and form opinions about others (Jones, 2021). In addition to shaping learners' self-awareness and positive self-image (Chaudri & Teale, 2013), the cultural and social values and messages conveyed by literary works also play a role in challenging students' preconceptions and stereotypes (Koss, 2015) and broadening their cultural perspective (Thein et al., 2007). In this light, it is understandable why it is important to use children's literature in primary school lessons that reflect social diversity, including a stereotype-free portrayal of people with disabilities.

There is a large body of research in the international literature on disability-related content in children's literature. Most of the studies indicate that, although the trend since the 1980s in children's literature has seen the emergence of realistic, stereotype-free representations (Ayala, 1999; Prater, 2003) alongside negative stereotypical representations (Hughes, 2006, Grzelka, 2019), negative stereotypes are still very much present in children's literature today (Beckett et al., 2010; Hodkinson & Park, 2017). Research analysing texts and literary works with disability content that appear in textbooks, and which have been selected specifically for educational purposes, also shows a similar picture. Reviewing these studies, we can see that texts and literary works in textbooks often portray people with disabilities in a negative, prejudiced way (Pogorzelska, 2016; Reichenberg, 2017; Gulya & Fehérvári, 2021). Research also suggests that this representation might have a negative impact on readers' attitudes towards people with disabilities (Deckman et.al, 2020).

The use of children's literature about people with disabilities in the classroom has a dual purpose. For students with disabilities, these literary works can play an important role in strengthening their positive self-identity. At the same time, they can provide all learners with a balanced knowledge of people with disabilities and thus have a role in rethinking and reconstructing common stereotypes and misconceptions (Leininger et al., 2010).

3. The impact of children's literature on students' attitudes: classroom experiments

There is a paucity of research in the international literature that seeks to explore the actual impact of children's literature on students' attitudes towards people with disabilities in the classroom. Cameron & Rutland (2006) investigated the impact of children's literature about the friendship between disabled and non-disabled people on pupils' attitudes in two British primary schools (n = 67). Their results show that reading stories containing characters with disabilities, when not stereotyped, has a positive effect on students' attitudes. In her classroom processing inclusive children's literature, Adomat (2014) described that the primary school students (n = 52) she studied had high levels of prejudice and beliefs that influenced their interpretation of literary works but working with inclusive literature helped students to better understand people with disabilities. In contrast, Smith-D'Arezzo & Moore-Thomas (2010) found that classroom exposure to inclusive literary works featuring characters with learning disabilities did not lead to statistically significant positive attitudes towards people with disabilities among students (n = 14), however, their results did show a small positive shift. Research by Wilkins et al. (2016) shows that different factors determined students' responses in discussions regarding disabled characters following the processing of literary works. Research by Wilkins et al. (2016) shows that different factors determined students' responses in discussions regarding disabled characters following the processing of literary works. The first two factors (societal messages and academic responses) were based on the students' everyday knowledge. The result of this knowledge was that in many cases students were able to answer questions they were asked about people with disabilities in relation to the literary works in line with social expectations. The other two factors that influenced the quantity and content of students' responses were the teacher's attitude (comments added by the teacher, mindset, and body language), the richness of detail, and the way in which people with disabilities were portrayed in the literary works. Regarding the latter, results suggest that student interest and response intensity increased when the character with a disability was presented in greater detail and when his or her disability was known to the children (Wilkins et al., 2016). The results of some studies also show that students had strong negative attitudes towards people with disabilities prior to the intervention (Smith-D'Arezzo & Moore-Thomas, 2010; Wilkins et al., 2016).

4. Materials and method

4.1. Aim of the research

The aim of our research was to investigate the impact of literary works featuring characters with disabilities in Hungarian primary school textbooks on primary school students in a classroom setting. The study was conducted along the following research questions:

- What attitude scores do Hungarian students have towards people with disabilities, measured by the CATCH attitude scale compared to Hungarian and international results measured earlier?
- Is there a correlation between the gender of the students and the measured attitude scores?
- Is there a correlation between the student's attitude score and the student's closer relationship (friends, family) with a person with a disability?
- Does the portrayal of disabled characters in children's literature in primary school textbooks influence students' attitudes towards people with disabilities?

4.2. Research design

Our study is quasi-experimental research, its sample – the control and the experimental group consisted of students in the same grade (third grade) of a primary school in Budapest, thus reducing the presence of variables that confound comparisons (Freer, 2021) and following the suggestion of Cohen et al. (2007) that in comparative experimental research it is important to sample from a population whose elements are as similar as possible. The intervention was carried out between February and June 2022. Prior to the experiment, in consultation with the class teacher, and considering the age-specificity of the children, we selected literary works and extracts from primary school textbooks and also from the curriculum-related compulsory and recommended children's literature that contained a person with a disability. The pupils in the experimental group worked on the literary works with their teacher in reading classes once a week for 14 weeks, both online and in class. In the classroom, the participants first read together the actual literary work and then analysed it according to a general set of criteria, based on their book. During the intervention, the teacher did not refer directly to the disability-related content or express an opinion on the topic. Previous research has shown that in Hungarian textbooks most of the literary works portrayed people with disabilities in stereotypical ways, often including negative stereotypes (Gulya &

Fehérvári, 2021). One of the researchers was present during the experimental classes but did not intervene, only observed. There was no intervention among the students of the control group, they were introduced to the third-grade school curriculum according to the daily routine. The attitudes of both groups were measured before (January 2021) and after (June 2021) the intervention using the Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) questionnaire, as well as metaphor and drawing analysis to get a more accurate picture of students' attitudes towards people with disabilities and changes in these attitudes.

4.3. Sample

Our research sample included 61 pupils aged between eight and ten years. The demographic characteristics of the participants are summarised in Table 1. The experimental group consisted of 33 pupils, while the control group consisted of 28 pupils. We chose to focus on 8-10-year-old students because international research on a similar topic (Cameron & Rutland, 2006, Adomat, 2014) has mostly focused on this age group. The main consideration in selecting the experimental group was that the class teacher was open to the experiment and committed to working with her class once a week on literary works that appeared in elementary school textbooks and included characters with disabilities.

Table 1
Sample demographics.

Demographic variables	Frequency	Percent
Female	30 (E: 15; C: 15)	49%
Male	31 (E: 18; C: 13)	51%
Age		
8 years old	19 (E:7; C:12)	31%
9 years old	34 (E:21; C:13)	56%
10 years old	8 (E:5; C:3)	13%

Note: Percentages rounded to equal 100. C—Control Group; E— Experimental Group.

4.4. Ethical considerations

Before the experiment started, we explained to the students how the research would work and what their tasks would be. Parental consent was required for student participation. The students' participation in the research was voluntary, and they were assured that they could opt-out at any time if they no longer wished to take part in the experiment. We have received research ethics approval for the experiment. Since we assumed a negative intervention (the portrayal of disability in literary works containing persons with dis abilities in textbooks is heavily influenced by negative stereotypes), from September 2022, the class teacher repeatedly worked with the students on the literary works they already knew, drawing attention to the stereotypical portrayal of characters with disabilities and encouraging them to think critically.

4.5. Method and measurement tools

In the study, we conducted a questionnaire survey, metaphor analysis, and drawing analysis to track the change in students' attitudes toward people with disabilities. The questionnaire survey was based on the Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) questionnaire translated into Hungarian by Pongrácz (2017), as it has been found to be one of the most widely used (Macmillan et al., 2014; Armstrong et al., 2017; Freer, 2021) and reliable instruments in previous studies (Vignes et al., 2009), and it has also been found to be appropriate for the age group (Rosenbaum et al., 1986). The questionnaire consists of three 12-item subscales and measures the cognitive, affective, and behavioural components of students' attitudes according to the three-component theory of attitude (Triandis, 1971). We have adapted the language of the questions to the research, using terms of equity and changing the word child to person, because this age group no longer considers themselves children (Armstrong et al., 2016). Students indicated on a five-point Likert scale how much they agree or disagree with each statement. Based on the average of the scores of the responses, we also calculated a total attitude score, as well as cognitive, affective, and behavioural attitudes along each component of the attitude. Attitude scores can vary between 0 and 40 points, with a higher score indicating a more positive attitude. The Cronbach's alpha of our study sample was α affective subscale, and $\alpha = 0.838$ for the full CATCH scale, $\alpha = 0.669$ for the cognitive subscale, $\alpha = 0.719$ for the $= 0.669$ for the behavioural subscale, thus the questionnaire was also found to be reliable for measuring attitudinal scores in our sample.

The data collection for the metaphor research was also carried out through a questionnaire survey. We chose sentence completion as one of the techniques using elicitation (Barton, 2015) because this technique has been used in several cases to explore social attitudes and opinions on specific school topics (Borgatti, 1999; Vámos, 2001; Barton & McCully, 2010; Sinemma, 2010). In our study, the students had to complete the sentence 'A person with a disability is like ...' with their own words.

Drawing analysis was chosen because 8–10-year-olds often express themselves more easily with drawing than verbally (Barton, 2015). In the analysis, drawings can be interpreted in the same way as metaphors (Bagnoli, 2009) that help to express students' opinions on a particular topic (Waldron & Pike, 2006). Literature shows that drawings were used on various topics to explore student attitudes. Barraza, (1999) examined children's opinions about the environment, while Kendrick & McKay 2004) research topic was literacy. The literature also provides examples of drawing analysis of students' attitudes towards people with disabilities. Georgiadi et al. (2012) analysed drawings of 9-10-year-old pupils to see if there were differences in the attitudes of pupils from different schools (inclusive and non-inclusive settings) towards people with disabilities. Eleftheriou et al. (2012) used a sociosemiotic approach to investigate drawings of disabled people by 10-year-old school students.

During our data collection, students made a drawing based on a simple instruction 'Draw what the term person with a disability means to you'. The drawings were made by the students as part of their regular drawing class. In the instructions given to them by their art teacher, the "intervention" in the literature class was not mentioned, nor was an observer present in the class. We organised it this way because we wanted to create a natural environment for them and to avoid the possibility that the children might think that the aim was to draw stories from the literature class.

The questionnaire was subjected to statistical analysis. The metaphors and drawings collected through questionnaires were examined by inductive content analysis (Mayring, 2014) using double coding. Methodological triangulation made it possible to explore students' attitudes and views about people with disabilities in more detail and to counterbalance or eliminate any socially expected or teacher-suggested terms (Wilkins et al., 2010).

5. Results

5.1. Student attitude change measured by the CATCH questionnaire

5.1.1. Descriptive statistics

Individual test total scores were derived by adding the total score, dividing by the number of items, and multiplying by 10, for a maximum of 40 points. A high score represents a more positive attitude (Rosenbaum et al., 1985). Pre-test scores for the experimental group (n = 33) ranged from 15.83 to 33.89, and the mean of the scores was 23.23. The lowest post-test score of the experimental group was 11.94, the highest was 31.66. The mean post-test score in the experimental group was 20.52. In the control group (n = 28) the pre- test scores ranged from 14.44 to 29.44, and the mean score was 23.35 while the scores of the post-test were between 14.16 and 33.61, with a mean score of 23.57.

5.1.2. Inferential statistics

We conducted a 2×2 repeated measure ANOVA to analyse the differences between the mean scores. The results of this analysis showed a statistically significant difference in scores between pre-test and post-test of the experimental group, F=70.037, $p < 0.05$, while the difference in scores between pre-test and post-test of the control group was not significant, $F = 0.063$, $p > 0.05$. Regarding the effect of the intervention, the global CATCH scores of the experimental group decreased statistically significantly ($p = 0.000$), and the mean difference between the post-test and pre-test scores was -2.736. The scores in the control group (without any intervention) increased a little, but not statistically significantly ($p = 0.802$), the mean difference between the post-test and pre-test scores was 0.089, (see Fig. 1).

Dimensional CATCH scores were also analysed. The cognitive dimension of the experimental group had a statistically significant change ($p = 0.024$) with a mean difference of -2.348, while this dimension of the control group increased, although not significantly ($p =0.903$) with a mean difference of 0. 119 (Fig. 1).

Both the experimental and control group's affective CATCH scores decreased from pre-test to post-test data collection. The experimental group's affective CATCH scores had a statistically significant change ($p = 0.000$) with a mean difference of -4.773. Of the three dimensions, we found the largest reduction in scores in this component
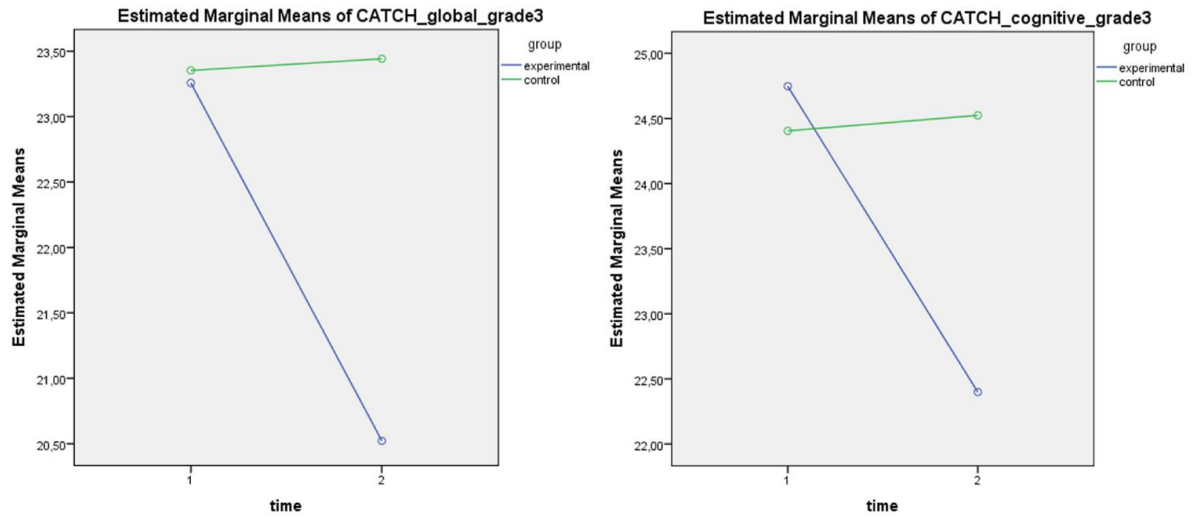
Fig. 1. Profile plot for the global and cognitive CATCH scores.

There is a small, statistically non-significant (p = 0. 915) increase in the affective dimension CATCH scores of the control group with a mean difference of 0.119 (Fig. 2). Finally, the conative dimensional CATCH scores were examined. There was no statistically significant change in the conative scores in either the experimental group or the control group. The experimental group's conative CATCH scores had a statistically non- significant decreasing (p = 0.077) with a mean difference of -1.263. We also found some statistically non-significant (p = 0.346) increase in the conative dimension CATCH scores of the control group with a mean difference of 0.655 (Fig. 2).

Fig. 2. Profile plot for the affective and the conative CATCH scores.

5.1.3. Meaningful change in attitude scores of the experimental group: analysing the change in some questions of the attitude questionnaire

Examining the scores of the three dimensions of attitude, the results show that significant changes were measured in the affective and cognitive dimensions of the student's attitude in the experimental 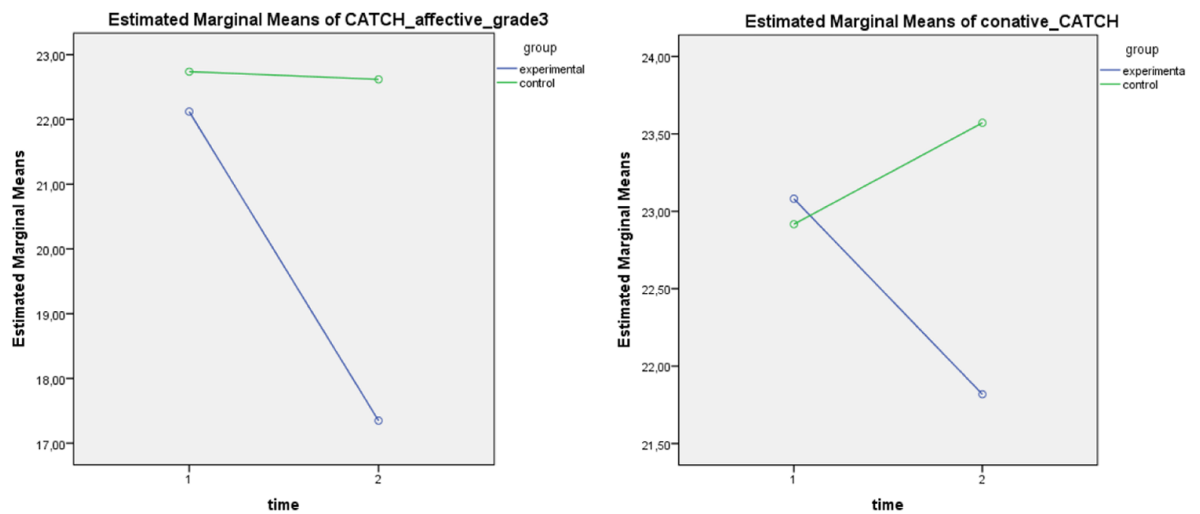group. In the analysis, we examined the scores of the questions individually, because we wanted to see in which specific cases there was a change within each dimension. This is because the results show that there were questions in all dimensions whose scores did not change after the intervention. However, we did find some questions where there was a significant change in scores (see Table 2).

Table 2
Means and ranges of global and dimensional CATCH scores.

Measurement	Whole sample		Experimental group		Control group	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Global CATCH	M= 23.3	M=22.04	M=23.25	M=20.52	M=23.35	M=23.57
	R=19.45	R=21.67	R= 18.06	R=19.67	R= 15.00	R= 19.45
Cognitive dimension	M=24.57	M=23.45	M= 24.74	M=22.39	M=24.40	M=24,52
	R=22.73	R=21.28	R= 22.73	R= 21.28	R=18.57	R=20.00
Affective dimension	M=22.42	M=19.97	M=22.12	M=17.34	M=22.73	M=22.61
	R=14.60	R=21.93	R=13.25	R=17.27	R=14.28	R=12.41
Conative dimension	M=22.99	M=22.69	M=23.08	M=21.81	M=22.91	M=23.57
	R=10.00	R=16.52	R=5.76	R=8.19	R=10.00	R=12.86

We wanted to find out whether these changes could be related to the characters with disabilities in the literary works studied in the experiment, and to the perceptions of disability conveyed by the literary works. Eleven questions showed a significant change, of which five were related to the affective dimension of attitude, five to the cognitive dimension, and one to the conative dimension. For the affective component, the results of the outcome measure show that a higher proportion of students find people with disabilities intimidating, are less likely to be friends with them and are less likely to want a person with a disability to live next door to them. Changes in the scores of affective statements also indicate that students in the experimental group feel sorry for people with disabilities and are frustrated when a person with a disability is near them. The changes in the scores of the statements related to the cognitive dimension show that the students in the experimental group agreed less with the statement 'People with disabilities are as happy as I am' in the post-test measure, but agreed more with the statement that people with disabilities do not have much joy in their lives, feel sorry for themselves, are often sad and need a lot of attention and

help from their environment. As for the change related to the conative dimension, compared to the pre-test measure, fewer people would like to invite a person with a disability to their birthday party.

5.1.4. Determinant factors

Statistically significant differences in students' CATCH scores based upon determinant factors were also examined. To test determinant factors, independent t-tests with the pre-test measures were conducted, since at this point none of the students had been introduced to the intervention (Freer, 2021).

The first determinant factor tested for was gender. In the sample there were 31 boys and 30 girls. The result of the independent samples t-test $t(61)=-1.144$, $p = 0.257$ shows that there was no statistically significant difference between the CATCH attitude scores of the total sample of boys (M=22.74; SD=4.62) and girls (M=23.87; SD=2.92) participating in the study. Examining the scores of the subscales based on the three dimensions of attitude, it can be concluded that there is no statistically significant difference between boys' and girls' attitude scores in the three different components – affective ($t(61)=-2.265$; $p = 0.45$,) cognitive ($t(61)=-0.240$; $p = 0.816$) and conative ($t(61)=-1.468$; $p = 0.170$).

The next determinant factor examined was whether there was a statistically significant difference in the CATCH attitude scores of students who have a friend or family member with a disability compared to the attitude scores of students who do not.

Eight respondents stated that they have a friend with a disability and four respondents stated that they have a person with a disability in their family. From these 12 students, a sub-sample was created and compared with another sub-sample of 49 students who did not have a friend or family member with a disability. The results of the independent samples t-test show that the attitude scores of the group of students with a friend or family member with a disability (M=28.1; SD=2.96) and the group of students without a friend with a disability (M=22. 12; SD=3.12) are statistically significantly different ($t(12)=5.994$; $p =0.00$), and the group of students with a friend or family member with a disability has higher attitudes scores. Thus, the results of our research show that the gender of the respondents does not influence, while the close relationship with a person with a disability has a positive effect on the students' attitudes towards people with disabilities. In the case of the experimental group, we also investigated whether students with a family member or friend with a disability also showed a negative change in attitude as a result of the intervention, and

how much this change was relative to the rest of the group. Using two-sample t-tests with matched samples, we found that the intervention resulted in a statistically significant, negative change in attitudes for both subsamples (students with friends or family members with disabilities: t=2.805; p =0.026; students without friends or family members with disabilities: t =9. 824; p =0.000). These results suggest that among the students in the study, students with a friend or family member with a disability have higher attitudinal scores, however, the negative impact of the intervention on attitudinal scores is also evident in these students.

Interaction effects were also calculated in order to show the role of the combined effect of the independent variables (gender, disability acquaintance, group) on attitude change. Regarding the independent variables, the results of the statistical analysis show no iteration effect. Attitudinal changes in the experimental group were found to be induced only by the intervention.

5.2. Analysis of students' metaphors about people with disabilities

During the questionnaire data collection, students were asked to complete an already started sentence focusing on their opinion of people with disabilities. In addition to completing the sentence, students were also asked to explain why they had used the phrase. The analysis compared the responses of the experimental (n =33) and control (n =28) groups on the pre-test measure, and also examined the responses of both groups related to the pre-test and post-test measures.

5.2.1. Comparison of the pre-test measurement metaphors between experimental and control groups

Examining the metaphors of the pre-test measure, we find that the students in the experimental group named the target domain using only person metaphors, while 71% of the respondents (n =20) in the control group created person metaphors for the target domain, 14.4% (n =4) created object metaphors and 14.5% (n =4) created animal metaphors for the term disabled person. For both groups, the terms provided by students could be put into two main categories. In the first category, there are those expressions that refer to the respondent's view that their disability does not make people with disabilities different, that they are the same as us, or that they are like a person of typical development. In the experimental group 36% (n = 12) of the respondents and in the control group 11% (n = 3) had this view of people with disabilities.

The other main category was made up of terms that refer to differences between disabled people and non-disabled people. Sixty- four percent of the experimental group (n = 21) and 89% of the control group (n = 25) created such metaphors for the concept of people with disabilities. Among the metaphors expressing difference, there were well-differentiated source domains that suggested that respondents think of people with disabilities as different to some extent, but still feel close to them and see some similarities with them. This dichotomy is illustrated by the phrases "they're just like us...." and "they're just like other people, but...". Thirty-three percent (11 people) of the respondents in the experimental group and 7% (2 people) in the control group gave this kind of answer. Source domains that emphasise the difference of people with disabilities often describe them as injured or sick people, crippled, or unable to do anything. The metaphors referring to difference can be categorised into different meaning groups for both groups (Fig. 3).
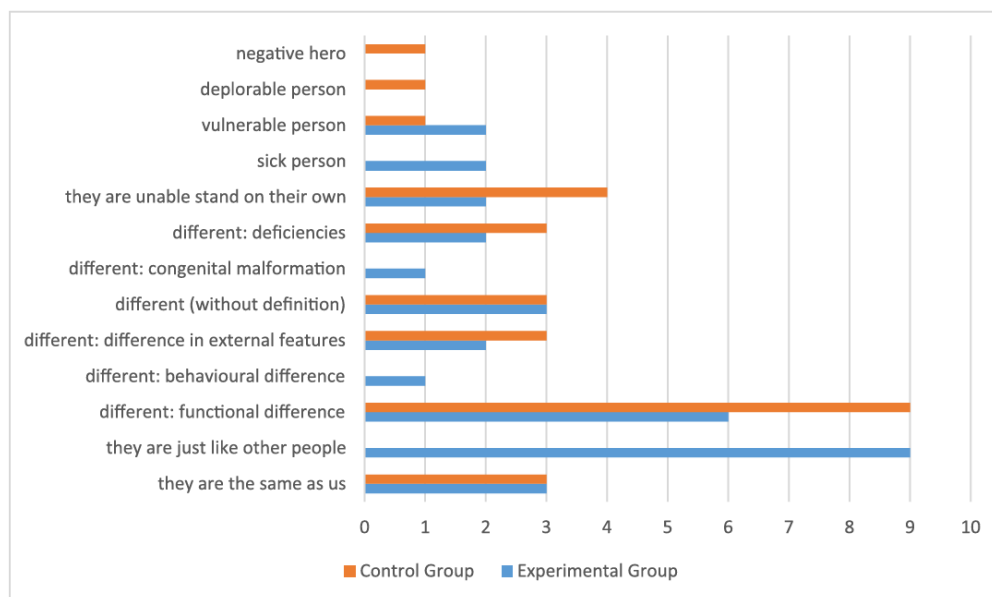
Fig. 3. Distribution of meanings of metaphors related to people with disabilities (pre-test measurement).

Phrases that identify people with disabilities by their disability (functional defects, deficits, or other differences in appearance and behaviour) are talkative. Terms in the category of functional disability usually refer to a sensory or locomotor dysfunction (not seeing or hearing well, eyes, ears, or legs not working). The metaphors of lack indicate some kind of absence of limbs (no hands or feet, wingless bird) or a general deficit (something is missing), but in many cases, the explanation given for the metaphors suggests that the respondent was thinking of a functional difference. In the case of terms describing the difference in other external features, the source

concepts clearly refer to the difference in the appearance of the person (blue apple, a person with a different appearance, an orange among bananas, an odd one out). These metaphors, and the explanations attached to them, identify people with disabilities primarily with their physical or sensory disabilities mainly based on external, visible features. These metaphors do not qualify or criticize, but simply show that respondents most often encountered people with disabilities in this context. The negative stereotypical views of respondents are reflected in terms that describe people with disabilities as vulnerable, needy, pitiable, seriously ill, or helpless (an orphan, a poor person, a disabled person in a wheelchair who can do nothing).

5.2.2. Comparing the pre-test and post-test metaphors of the control group students

The metaphors of the control group students (n = 28) can be divided into two major conceptual groups in terms of the results of the input and output measurements. Comparing the pre-test and post-test data of the metaphor analysis there was some variation in the results of the conceptual groups, however, no significant new conceptual groups or groups with different meanings appeared in the post-test measurement. The first broad conceptual group, in which respondents think of people with disabilities as themselves or as ordinary people, comprised 11% (n = 3) of the control group's expressions in the pre-test measure and 14% (n = 4) in the post-test measure. The other main group of concepts, which included terms emphasising the differences of persons with disabilities can be divided into several subgroups. In the pre-test measurement, 61% of respondents (n = 17) and in the post-test measurement 68% of respondents (n = 18) created a person-related metaphor. Fourteen percent (n = 4) of the expressions created during the pre-test measurement and 7% (n = 2) of the metaphors written during the post-test measurement can be classified as subject concepts. In the control group, 14% (n = 4) of the metaphors for the target concept in the pre-test measurement and 7% (n = 2) of the metaphors in the post-test measurement were categorised as animal concepts. Among the terms of the output measure, one person described people with disabilities as a concept (a never-ending disease). Examining the meanings of the metaphors it can also be concluded that there are minor differences in the number of metaphors in each group, but no significant difference appears in terms of meaning (Fig. 4). Among the meaning categories of the metaphors for the target concept, the most prominent are those emphasizing functional difference, being different in external features, lack, and needing help.
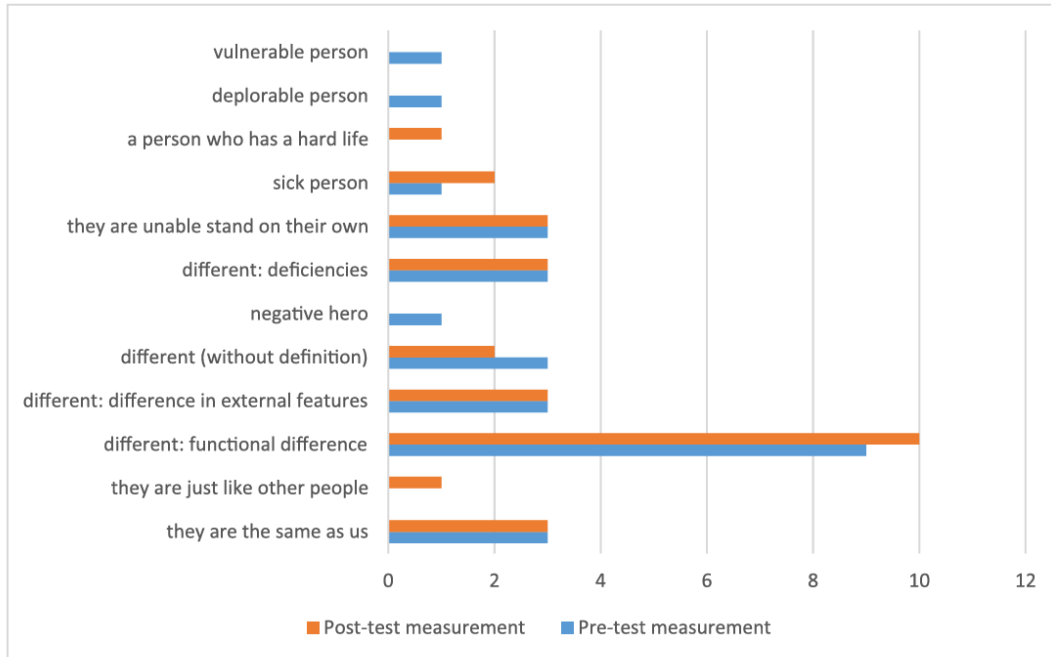
Fig. 4. Distribution of meanings of metaphors about people with disabilities by respondents in the control group.

5.2.3. Comparing the pre-test and post-test metaphors of the students in the experimental group

In the previous analysis, we have seen that the pre-test metaphors of the experimental group can be grouped into two main conceptual categories. One of the categories is when respondents do not see people with disabilities as different from themselves or an average person in society (33%, n = 11), and the other main conceptual category is when people with disabilities are seen as different for various reasons (67% n = 22). The most striking change in the metaphors included in the post-test measure is the absence of a metaphor in the first large conceptual group, i.e., the change in the perceptions of students who previously perceived people with disabilities as similar to themselves or to an average member of society (Fig. 5). There have also been changes in the metaphors that point to differences in the target domain. In the analysis of the post-test measurement, no metaphors were found in which students perceived people with disabilities as being different from themselves, but at the same time close to them. That is, after the intervention, the respondents no longer coined phrases such as "being like us, but...." or "being like an ordinary person, but...". There has been an increase in the number of expressions that suggest that respondents think of people with disabilities as other people (n = 6), injured (n =11) or sick (n = 7). New concepts such as a lonely warrior, a pitiful man, a lazy man, and an angry man, but also

130

metaphors for animals (lame tiger, one-eyed rat) and objects (three-legged chair) were introduced. Respondents' metaphors and their explanations have been grouped into different categories of meaning. Examining the meaning groups, one of the most dominant changes is the appearance of a group containing the terms for a malicious, evil person because of his disability (n = 5), who is jealous of others (n = 1), hurts others (n = 1), impatient (n = 1) and dislikes the one who is not disabled (n = 1) (Fig. 5). Another new category is a poor person with a disability who wears untidy, ragged clothes (n = 4), and is excluded from society (n = 1). Among the terms, otherness due to the functional difference of a person with a disability (n = 10) and difference in external features (n = 3) gets more emphasized.
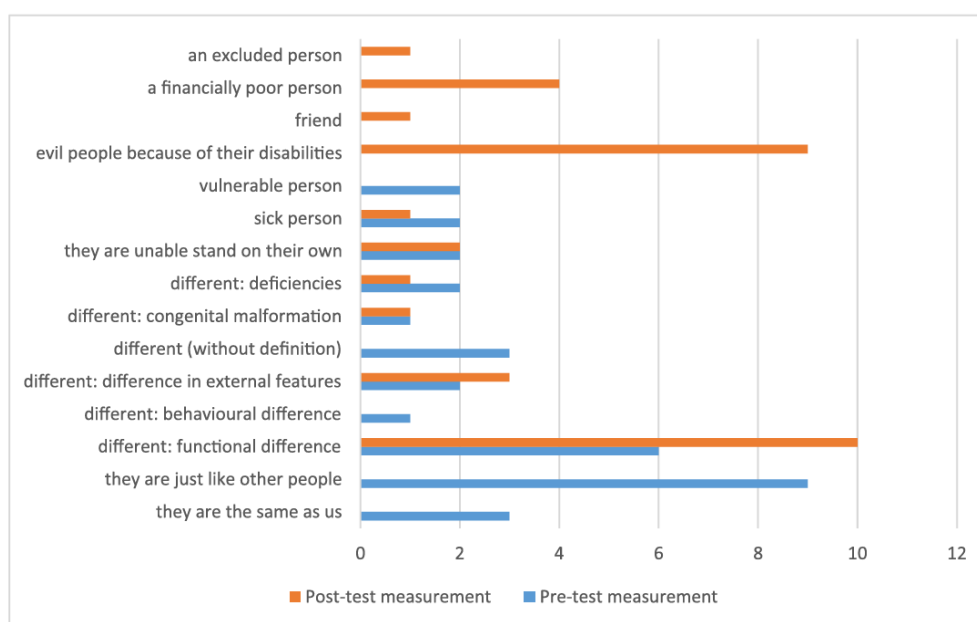
Fig. 5. Distribution of meanings of metaphors about people with disabilities by respondents in the experimental group.

5.3. Analysis of students' drawings of people with disabilities

For both measurements, students in the control and experimental groups were asked to draw a person with a disability. No other instructions were given. The drawings were analysed by content analysis using the methodology of grounded theory (Glaser & Strauss, 1967). We did not have a priori coding system; the different code categories were developed during the analysis. In the analysis, we first compared the pre-test measurement drawings of the control and experimental

groups, and then the pre-test/post-test drawings of the control and the experimental group were compared so that any changes could be detected in the students' concept of people with disabilities.

5.3.1. Pre-test measurement drawings of pupils in the experimental and control groups

The results of the analysis show that in the case of the experimental and the control group, except for four drawings, most of the drawings can be classified into similar categories. These categories are: (1) a person with a limb deficiency alone, (2) a person in a wheelchair alone, (3) a person with a disability alone, (4) several persons with physical disabilities together, and (5) a person with a disability in a community. In addition to the five categories mentioned above, the drawings made by the pupils in the experimental group during the input measurement can be classified into two more categories (6) a person with intellectual disability alone, (7) sad faces on a bush). Within the five common categories, there is no significant difference between the quantitative distribution of drawings produced by the experimental and control groups (see Fig. 6).
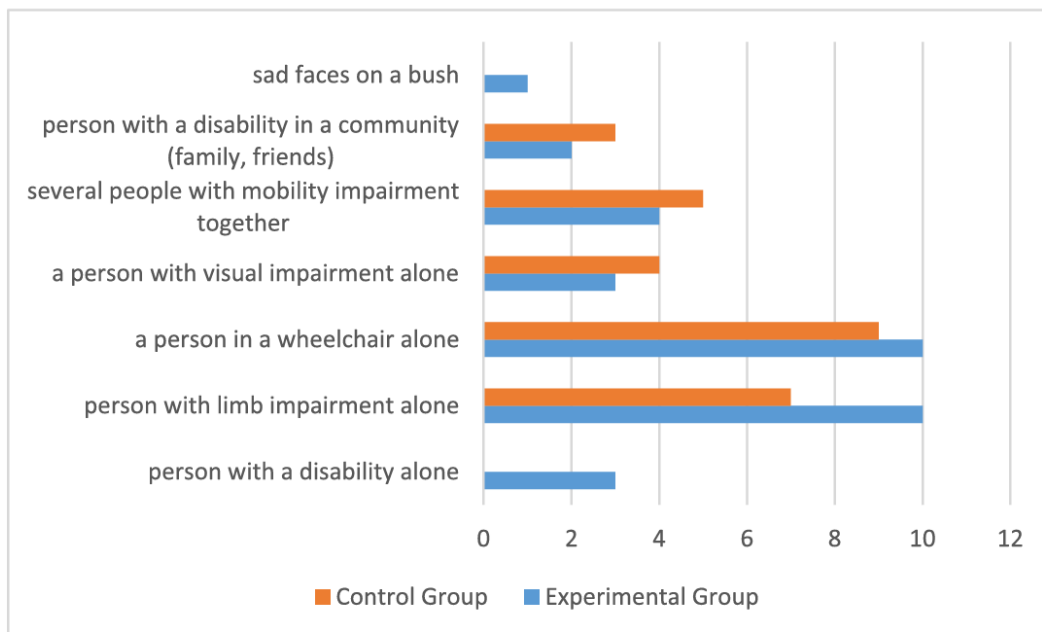
Fig. 6. Code groups of pre-test measurement drawings.

5.3.2. Comparison of drawings of the control group during the pre-test and post-test measurement

Analysing the students' drawings, it can be concluded that the drawings made by the students in the control group can be classified into almost the same five categories (person with limb impairment alone, wheelchair alone, blind alone, multiple disabilities together, and disabled person in community) in terms of the results of the pre-test and post-test measurement. The

132

difference in the results between the two measurements is that a new category had to be created because of one of the drawings in the post-test measurement (person with intellectual disability alone) and there were numerical differences within the aforementioned categories (see Fig. 7).
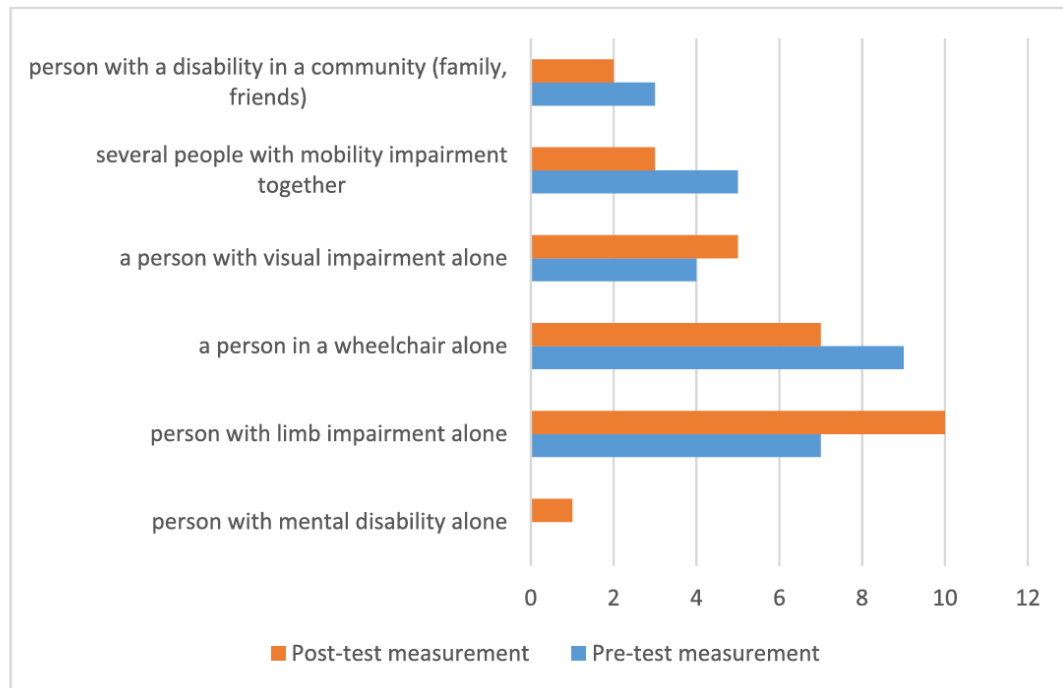
Fig. 7. Code groups of drawings of a person with a disability by the students in the control group.

5.3.3. Comparison of drawings of the experimental group during the pre-test and post-test measurement

Pre-intervention drawings were classified into seven categories (see Fig. 8). Thirty percent of the drawings (n = 10) depict a person in a wheelchair who is alone, and another 30% (n = 10) of the pictures show a person with limb impairment alone. There are also drawings of a blind person alone (n = 3, 9% of the drawings), and there is a person with an intellectual disability without companions n 9% of the drawings (n = 3). 18% (n = 6) of the drawings contain a person with a disability in the community, four of them in the company of other people with disabilities, and only two in the company of a non-disabled person, family, or friends. As for the analysis of the drawings made during the post-intervention measurement it cleared out, that from the above-mentioned 7 categories we could apply only three (See Fig. 8). 36% of the drawings (n = 12) depict a lone blind person in a black dress or cloak (see: Appendix picture 1 and 2). Only two of the drawings show a

person in a wheelchair, and we found a person with a limb in one drawing. These disabled people are all depicted alone in the drawings.
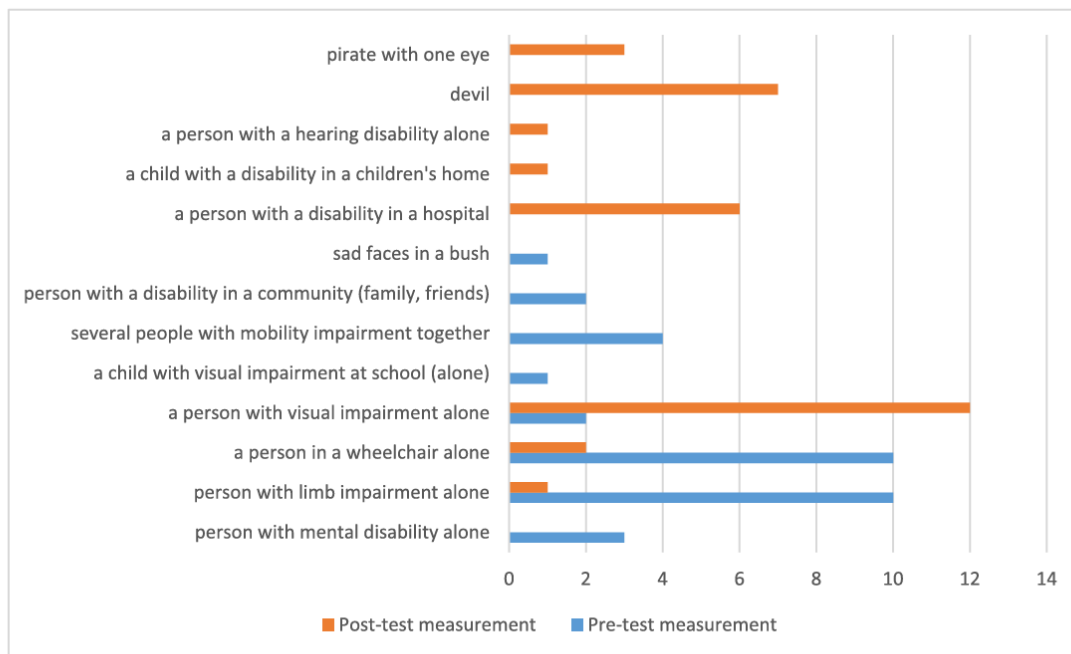
Fig. 8. Code groups of drawings of a person with a disability by the students in the experimental group.

We have found drawings that do not depict a person with a disability alone. In these drawings (n = 6), several people with disabilities appear together in the hospital or are surrounded by nurses and doctors (see: Appendix picture 4 and 5). With the exception of the above-mentioned hospital-themed drawings, we did not find any representations in the drawings that show a person with a disability in the company of other persons with a disability or a majority of persons in everyday activities. The analysis identified five additional code categories that were not included in the analysis codes of the pre-intervention measurement of drawings. In 21% of the drawings (n = 7), there was a red, horned figure resembling a devil (see: Appendix picture 6 and 7), very reminiscent of a character (Hétszünyű Kapanyányimonyók) from a Hungarian legend (The Son of the White Mare). Eighteen percent of students (n = 6) drew the disabled person as a patient in a hospital. Of the remaining drawings, three drawings depicted a one-eyed rat, one drawing depicted a disabled child in a children's home, and one drawing depicted a lone deaf person.

6. Discussion

The results of the questionnaire data, the metaphor analysis, and the drawing analysis clearly show that literary works that include characters with disabilities in the classroom have an impact

on students' views and attitudes towards people with disabilities. The results of the questionnaire measurement show that the average CATCH attitude score of the Hungarian students participating in the study is 23.3 points, which is in a similar range as the Hungarian data measured by Pongrácz (2017) in 2017 (n = 87; M=23.09; n = 211; M=22.21) and Krausz in 2020 (n = 99; M=23.77). In international comparisons, this range corresponds to the lower end of the average scores described in studies using the CATCH questionnaire (Rosenbaum et al., 1986; Vignes et al., 2009; Blackmann, 2016). There was no significant difference between the mean CATCH values of the experimental group (M=23.23) and the control group (M=23.35) before the intervention. The results of the CATCH questionnaire outcome measure show that there was no statistically significant change in total attitude scores for the control group, but there were statistically significant changes in both total CATCH attitude scores and the cognitive and affective components for the experimental group (see: Table 1). Analysis of the scores of each question of the attitude questionnaire revealed that one of the most intensive changes was in the group of questions that explore students' fears about people with disabilities (see: Table 3). The attitudinal scores for this group of questions on the pre-intervention and post-intervention measurements show that during the pre-test (M = 26.02) the students found people with disabilities less frightening than during the post-test measurement (M = 13.94). A decrease in attitude scores may also indicate alienation from the people with disabilities in questions where students expressed that they would prefer to have a person with a disability living next door or that they did not want a friend with a disability (see: Table 3).

Table 3
CATCH questions with substantial changes in comparing the input and output scores of the experimental group.

Question	Scores Experimental group	
	Pre-test	Post-test
Q12: I feel sorry for people with disabilities. (affective -)	13.33	4.85
Q14: People with disabilities want lots of attention from adults. (cognitive -)	11.21	9.30
Q15: I would invite a person with a disability to my birthday party. (conative +)	21.5	16.9
Q16: I would be afraid of people with disabilities. (affective -)	25.45	13.94
Q19: I would like having people with disabilities live next door to me (affective+)	20.00	13.94
Q20: People with disabilities feel sorry for themselves. (cognitive -)	22.42	17.27
Q21: I would be happy to have a person with disabilities as a special friend. (affective +)	21.51	16.67
Q23: People with disabilities are as happy as I am. (cognitive+)	26.66	21.21
Q30: People with disabilities don't have much fun. (cognitive -)	30.90	23.33
Q32: Being near someone who has a disability scares me. (affective -)	26.6	13.94
Q36: People with disabilities are often sad. (cognitive-)	30.30	23.34

The results of the metaphor analysis part of the research also show a similar trend. Distancing from people with disabilities is shown by the fact that in the results of the post-intervention measurement, the terms that indicate that students think people with disabilities are similar to themselves have disappeared. A dominant group (n = 9) of metaphors, describing people with disabilities as evil appears in the post-intervention measure, among the meaning groups of the experimental group students' expressions of people with dis abilities. In addition, in the drawings made during the post-intervention measurement, the characters with disabilities who were evil, harmful characters in the literary stories can be well identified. Several drawings (n = 12) represent a black-clad, frightening, un friendly blind person, reminiscent of Pew, the blind character from Stevenson's Treasure Island (see: Appendix, picture 1 and 2). The drawings of the post-intervention measure also include a one-eyed character (n = 3) (see: Appendix picture 3) probably inspired by the Jumurdzsák of Géza Gárdonyi's novel The Stars of Eger, or one-eyed Morti of Judit Berg's novel Rumini. Another depiction with an evil connotation in the students' post-intervention drawings is the little red 'devil' (n = 7, 21%), who looks like Hétszünyű Kapanyányimonyók in the Hungarian folk tale The Son of the White Mare (see: Appendix picture 6 and 7). The connection was made even clearer by the fact that in many cases the students even wrote the name of the character on their drawings. These drawings show that Hétszünyű Kapanyányimonyók, a small, malicious, evil creature in the story, had such an impact on the students that they identified him with their image of a person with a disability. And the term lame tiger (n = 1) presumably refers to Shere Khan from Kipling's novel The Jungle Book. According to Almerico (2014), the characters in literary works have almost as strong an impact on the reader as the people they meet in real life, the people they actually know. Quayson (2007) adds that characters with disabilities in children's literature who are portrayed as frightening and have negative personality traits evoke negative emotions in readers, and thus children tend to dislike them. Negative, stereotyped portrayals of disability in children's literature can contribute significantly to children's general fear of people with disabilities. Wall & Crevecoeur (1991) highlight that this type of representation can also have a negative impact on readers' attitudes toward people with disabilities. The disability characters presented in the stories discussed in this study included fearful, evil characters, so the increase in students' fear and the emergence of evil metaphors with meanings for people with disabilities may be one possible piece of evidence that stories with these types of disability characters have a negative impact on students' attitudes towards people with disabilities. The characters in the

readings also can be matched with the appearance of (materially) poor terms in the post-intervention measures. One of the characters (the Little Limper) in Ferenc Móra's novel Kincskereső kisködmön (The treasure-seeking little jacket), or the Rose-Beetle Man in Gerald Durrell's novel My Family and Other Animals are characters from poor backgrounds. The appearance of the hospital in children's drawings reflects the medical approach to disability when people interpret disability as a disease. In many cases, this also implies a belief that a person with a disability cannot cope with life on their own. The representation of the children's home as a living environment in the pupils' drawings at the time of the outcome measure shows exclusion and isolation. The drawings of the students often depict disabled people in hospitals and children's homes as sad and lonely. Some questions in the attitude questionnaire, which refer to the mood and happiness of people with disabilities and their need for help from other adults in many cases, showed significant changes in the post-intervention measure (Table 3.) The metaphor analysis expressions also contain images with such meanings (people with disabilities are like sick, outsider, need a lot of help), although there is no significant difference between the results of the pre-and post-intervention measures on this topic (Fig. 5). In these cases, stereotypical representations of disability in literary works may reinforce pre-existing stereotypes. Several studies show that children of primary age have negative attitudes towards people with disabilities (Smith-D'Arezzo & Moore-Thomas, 2010; Adomat, 2014, Blackmann, 2016; Wilkins et al., 2016). This attitude may also be reinforced by literary works that portray people with disabilities in stereotypical ways (Table 4).

Table 4
Relationship between closer personal contact with a person with a disability and measured mean attitude scores.

Nature of the relationship	Average attitude score	Number
having a friend with a disability	28.22	8
having a brother/sister with a disability	26.25	2
having a grandmother with a disability	27.38	2

7. Limitations of the research study

Our research results should be interpreted in light of several limitations. First, our study was limited to a relatively small sample (n = 61), so it does not allow for more general conclusions. Secondly, as the experimental group was selected on the basis that their teacher was open to the experiment, we could not completely eliminate the self-selection bias. Thirdly, the research results

can be interpreted primarily in the Hungarian context, as it used literary works found in Hungarian textbooks, although it is assumed that similar literary works with negative stereotypes may have a similar effect on students living in other countries. Finally, the processing of literary works with characters with disabilities collected from textbooks was a very intensive process for the students over a period of 14 weeks. Since children normally read this amount of literature with disabled characters over a 6-8-year period, the effect may not be as intense as it was during the 14 weeks of the experiment. However, our observations confirm the long-term impact of individual work on students. During sessions in the following school year (2021/2022), in which the same works were presented, but with a critical focus on representations of disability, the students remembered the disabled characters very clearly, even though almost a year had passed between reading the story and critically presenting it.

8. Conclusion

The aim of our research was to raise awareness among textbook writers and teachers regarding the impact of stereotypical portrayals of disabled characters on students' attitudes towards people with disabilities. The findings reveal that the majority of characters with disabilities in Hungarian textbooks are portrayed in a stereotypical way, and this portrayal has a negative effect on students' attitudes towards people with disabilities. Further research is needed that includes the processing of selected literary works in a way that draws students 'attention to stereotypical representations in each case, helps students to recognize and possibly reform their previous views of people with disabilities, and teaches them to interpret these representations through the filter of critical thinking. Our hypothesis is that the negative impact shown in our research can be significantly reduced by processing literary works in the way described above. Thus, the solution is not primarily to remove these literary works from literature textbooks but to draw attention to their meaningful, critical interpretation, including the representation of the characters with disabilities.

Appendix

Picture 1.
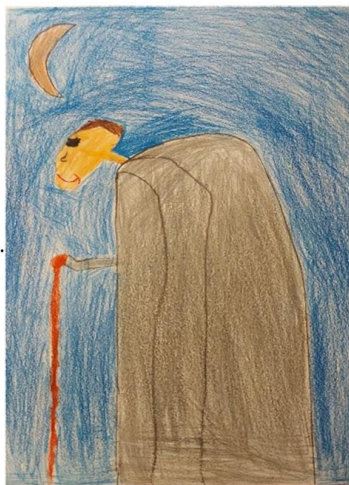
Picture 2.

Picture 3.

Picture 4.

Picture 5.

Picture 6.

Picture 7.

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CHAPTER 6

STUDY 5:

Fostering culturally responsive pedagogy related competencies among pre-service teachers: a systematic review of the recent research literature

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ABSTRACT

Cultural diversity is an important feature of today's classrooms, where learners come from a wide range of cultural backgrounds. In order to teach every individual in an appropriate and motivating way, teachers need a wealth of knowledge, skills, and attitudes, and teacher training plays a major role in their acquisition. The present research was undertaken in order to gain a better understanding of how teacher training contributes to the development of pre-service teachers' culturally responsive competencies. Overall, the findings indicate that there are differences in the components of CRP-related competencies that teacher education programs deliver to prepare teachers for key aspects of multicultural education. Most of the courses are stand-alone courses, one semester long and only focus on one of the competence elements (eg attitude). We found only a limited number of courses that incorporated culturally responsive pedagogy as a long-term, comprehensive approach into their curriculum, and were thus able to develop the majority of competence elements related to CRP.

KEYWORDS:

- Culturally responsive pedagogy
- teacher education
- pre-service teachers
- systematic literature review

As the student population throughout the world becomes more diverse in terms of culture, questions of multiculturalism and the handling of cultural diversity are much disputed in many schools (Banks 2016). The preparation of educators to teach in multicultural classrooms has achieved increasing attention worldwide, thus numerous universities in different countries have integrated culturally responsive pedagogy (CRP) into their teacher education programs as a way to develop pre-service teachers' multicultural competence (Seidl, 2007; Keddie & Niesche, 2012; Szelei, Tinoca, & Pinho, 2020). The present research was undertaken in order to gain a better understanding of how teacher training contributes to the development of pre-service teachers' culturally responsive competencies.

Culturally responsive pedagogy

Ladson-Billings' (1995) uses the term Culturally Relevant Teaching to emphasise the importance of integrating student's background knowledge and prior home and community experiences in all aspects of teaching-learning process. Gay (2000) and Villegas and Lucas (2002) defined Culturally Responsive Teaching and Culturally Responsive Pedagogy to describe a way of teaching that recognises that each student learns differently and that these differences can be related to their sociocultural background. Paris and Alim's (2017) Culturally Sustaining Pedagogy views schools as places where the cultural ways of being in communities of the different socio-cultural backgrounds are sustained, supporting the value of students being culturally grounded in and of itself.

Culturally Responsive Pedagogy (CRP) means the combination of knowledge, practices and attitudes mastered by the teachers in relation to the cultural characteristics, experiences, and perspectives of ethnically diverse students that enable them to teach their students more effectively (Gay 2002; Ladson-Billings 1995; Sheets 2004). According to Diller and Moule (2005), cultural competence in the case of teachers includes 'mastering complex awareness and sensitivity, various bodies of knowledge and a set of skills that taken together underlie effective cross-cultural teaching' (p. 5).

Academic achievement among students from different cultural backgrounds improves significantly when the instruction they receive is congruent with their cultural characteristics, experiences, and learning styles (Manheim-Tee and Obidah 2008; Nieto and McDonough 2011). This success is most evident in classrooms where the teacher has culturally relevant content

knowledge, shows a positive attitude towards culturally diverse students and positive expectations of them, and applies culturally relevant instructional practices (Gay 2018).

Based on the international literature researching CRP practice, specific goals can be outlined which enable student teachers to teach successfully in a culturally diverse classroom. According to these, pre-service teachers need to be prepared to

- be able to make relationships with students from different cultural backgrounds,
- know how to connect students' home culture with school culture,
- be familiar with ways of integrating multicultural content into the curriculum,
- and have a pedagogical methodology that allows them to successfully teach and motivate all learners (Banks, 2002; Aronson and Laughter 2016; Gay 2018; Ladson- Billings 2009; Lucas and Villegas 2013).

Further goals are

- to change the attitudes of student teachers towards classroom diversity in a positive direction,
- and developing an approach to recognising and questioning patterns and practices of social discrimination in their teaching practice and being able to counteract them (Gay 2018; Ladson-Billings 2009; Lucas and Villegas 2013).

Teacher preparation program

Empirical research has revealed that pre-service teachers enter teacher education with minimal knowledge and experience of cross-cultural backgrounds and bring with them little awareness or understanding of discrimination (Kondor, Owusu-Ansah, and Keyne- Michaels 2019; Lucas and Villegas 2013; Sleeter 2008). Researchers consistently find that pre-service teachers are generally ignorant of ethnically diverse groups, fear them, and try to avoid discussing race and racism (Feagin and O'Brien 2004; Jimenez 2014). In addition, they have lower expectations of nondominant students and believe that poor achievement derives mainly from the students' family background (Bissonnette 2016; Kozol 2012; Sleeter 2008). The prevalence of teacher education programs that inadequately address effective methods for educating pre-service teachers to manage culturally diverse classrooms remains significant (Premier and Miller 2010). If teacher education does not address these beliefs and educate pre-service teachers in culturally responsive pedagogy,

these believes can lead to unfair school policies or discriminatory treatment from teachers. Due to these biases, certain students may experience academic failure because they are viewed as linguistically inferior (owing to their different native language and lack of proficiency in the majority language), or due to their family not adhering to majority norms, which can cause teachers to believe that they are incapable of achieving a satisfactory level of learning (Smit 2012).

Therefore, it is essential that pre-service teachers critically examine their implicit assumptions and attitudes and confront the stereotypes that have impacted their value systems (Gay 2018; Ladson-Billings 2009). Critical reflection is a fundamental aspect of the concept of culturally responsive pedagogy. One of the aims of culturally responsive pedagogy training programs should be to help pre-service teachers recognise and challenge their own cultural assumptions and biases, while also developing an understanding and appreciation for the cultural diversity of their students. Through critical reflection, pre-service teachers can begin to identify and examine their own implicit biases and cultural assumptions, as well as the ways in which these biases may impact their teaching practices and interactions with students. Based on these experiences, they can learn to become culturally competent (Ladson-Billings 2009, Banks 2007; Gay 2010). Multicultural teacher education specifically addresses how pre-service teachers can develop their cultural competencies.

For the past three decades, teacher education research has investigated effective ways to prepare pre-service teachers to adopt culturally responsive perspectives and practices (Sleeter and Owuor 2011). Most empirical studies on CRP-related teacher education have focused on how, and how much, multicultural education programs change pre-service teachers' attitudes, beliefs, and levels of cultural awareness (Civitillo, Juang, and Schachnera 2018; Hollins and Guzman 2005; Sleeter 2008). Several studies have reported positive changes in candidate teachers' attitudes, and advances in terms of cultural consciousness (Civitillo, Juang, and Schachnera 2018; Hollins and Guzman 2005; Sleeter 2008). Nevertheless, a comprehensive analysis that synthesises which components of pre-service teachers' competencies, beyond their attitudes, are developed through CRP-related teacher training courses, is currently lacking.

The cultural awareness of pre-service teachers may not be the only predictor of their ability to integrate culturally relevant curricula in their practice (Hollins and Guzman 2005; Siwatu 2007). According to Sleeter & Owuor (2011), it is also worth examining teacher education programs from the point of view of what skills and knowledge, in addition to attitudes, they equip teaching students

with, in order to be able to teach students from different backgrounds when they enter the teaching profession. Therefore, the main goal of the present systematic review was to describe, assess, and synthesise the empirical research base on the impact of teacher training on the elements of pre-service teachers' intercultural competence between 2015 and 2020. The systematic review was guided by the following questions:

(1) Which CRP-related competency elements do the teacher education programs develop?

(2) Do the examined teacher training courses involve the balanced development of all three components of CRP-related teacher competence (knowledge, attitudes, skills)?

Methods

A systematic literature review (Gough, Oliver, and Thomas 2012; Jesson, Matheson, and Lacey 2011) was conducted in the present study to provide an organised and transparent way to gather, appraise, synthesise, and summarise the findings of current empirical research on the interventions used in teacher education to promote CRP among pre-service teachers. We applied a descriptive and narrative approach (Dixon- Woods et al. 2006; Kavanagh et al. 2012) that relied mainly on the use of words and text to interpret and summarise the synthesis findings (Civitillo, Juang, and Schachnera 2018). We used the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) guidelines to ensure the transparency of our systematic review (Page et al. 2021).

Eligibility criteria

Based on the goal of our systematic review, the research questions, and the related literature, the following inclusion and exclusion criteria were formulated. First, our review targeted studies that described and explored the outcomes of CRP training in teacher education. We concentrated basically on competence elements. Second, the search involved studies that focused primarily on pre-service teacher training within training in teacher education. We excluded studies that contained data primarily related to in-service teachers, teacher educators, or students. Third, our search was limited to studies published in international peer-reviewed journals between January 2015 and November, 2020 to provide to a more contemporary review of the programs. Fourth, the review involved complete primary reports of empirical research carried out using a qualitative, quantitative, or mixed-methods approach, using any type of data sources, and implemented in any

geographical area. Fifth, studies that focused on measuring the improvement in CRP over time (pre-test – post-test design, repeated measures, evaluative design, experimental design) were included in the research. We did not review studies that exclusively measured outcomes at the end of the training because there were no input measures in these researches against to which the changes over the course could be compared, and there was generally no quantitative data on the direction and extent of change. Sixth, with respect to transparency, we searched for studies that clearly detailed the theory, methodology, and data on which their conclusions were based.

Search strategy

To identify relevant studies, we conducted searches in different sources between December 2020 and January 2021. We screened electronic databases relevant to education: Academic Search Complete (EBSCO), ProQuest, and ERIC. We implemented pilot searches on single and combined terms before choosing the final keywords. We used the following descriptors: pre-service teacher OR student-teacher OR teacher candidate, AND culturally responsive pedagogy OR culturally relevant pedagogy OR multicultural education, AND teacher training OR teacher preparation OR teacher education. We did an additional search on the reference lists of the initially included articles and preliminary research syntheses (i.e. Acquah and Szelei 2020; Aronson and Laughter 2016; Civitillo, Juang, and Schachnera 2018; Gay 2015; Gunn et al. 2020).

Study selection

Our search identified 2,451 studies. After excluding duplicates, the remaining 2,157 studies were subjected to a preliminary review by the researchers. The potential compatibility of the studies with the review topic was assessed on the basis of title and abstract screening using the exclusion and inclusion criteria. Inter-rater reliability was calculated by comparing the two researchers' analyses of a randomly selected 10% of the studies. There was a high level of agreement (Kappa = 0.872). We retrieved 54 journal articles from the electronic search, while our additional search resulted in nine articles, giving an initial pool of 63 articles. Of the reviewed 63 studies, 19 were rejected based on the eligibility criteria. The final pool contained 44 retrieved studies, which were then appraised for quality and relevance.

Quality and relevance assessment

To extract data for the quality and relevance assessment from the 44 preselected studies, we applied the weight of evidence (WoE) framework outlined by Gough (2007). Based on this framework, we assessed the studies according to three different dimensions. The first dimension (WoE A) was a generic judgement concerning the coherence and integrity of the evidence in terms of the study itself. This process focused primarily on the methodological quality of the study. For this assessment, we adapted a predetermined set of criteria created by Bereczki and Kárpáti (2018). We rated the studies' methodological quality (high, medium, low, or inadequate) based on the scores awarded for each criterion. Studies scoring 0 for any of the methodological quality criteria were considered inadequate (Bereczki and Kárpáti 2018).

The second dimension (WoE B) involved ascertaining whether the analysed study method was appropriate for determining the effectiveness of teacher training programs.

The third dimension (WoE C) measured the extent to which the studies' results provided relevant answers to our research questions. We used the abovementioned scale (high, medium, low, or inadequate) for appraisal. The results for these three areas of judgement were combined to form an overall assessment (WoE D) of the extent to which a study contributed evidence that answered our research questions. The results of the quality appraisal of the included studies are provided in Appendix 1.

Seven studies were excluded based on their WoE, as they did not provide relevant findings answering our research questions. The final pool resulting from the search and assessment strategy comprised 37 studies.

For a graphic overview of the selection procedure see Figure 1.

Coding procedure and data analysis

To extract data from the 37 selected studies, an all-purpose extraction protocol was designed. We used a template that recorded background information about each of the included studies (author, year of publication, country), the sample characteristics (number, gender, age, ethnicity), the study objective, the theoretical background, and the research questions. With respect to the method, we recorded the study design, the instruments used, and the data analysis procedure. The implemented training format was also described. Finally, we summarised the significant

findings and described the results – that is, the outcomes of the training. In addition, factors that impacted the outcome were noted.
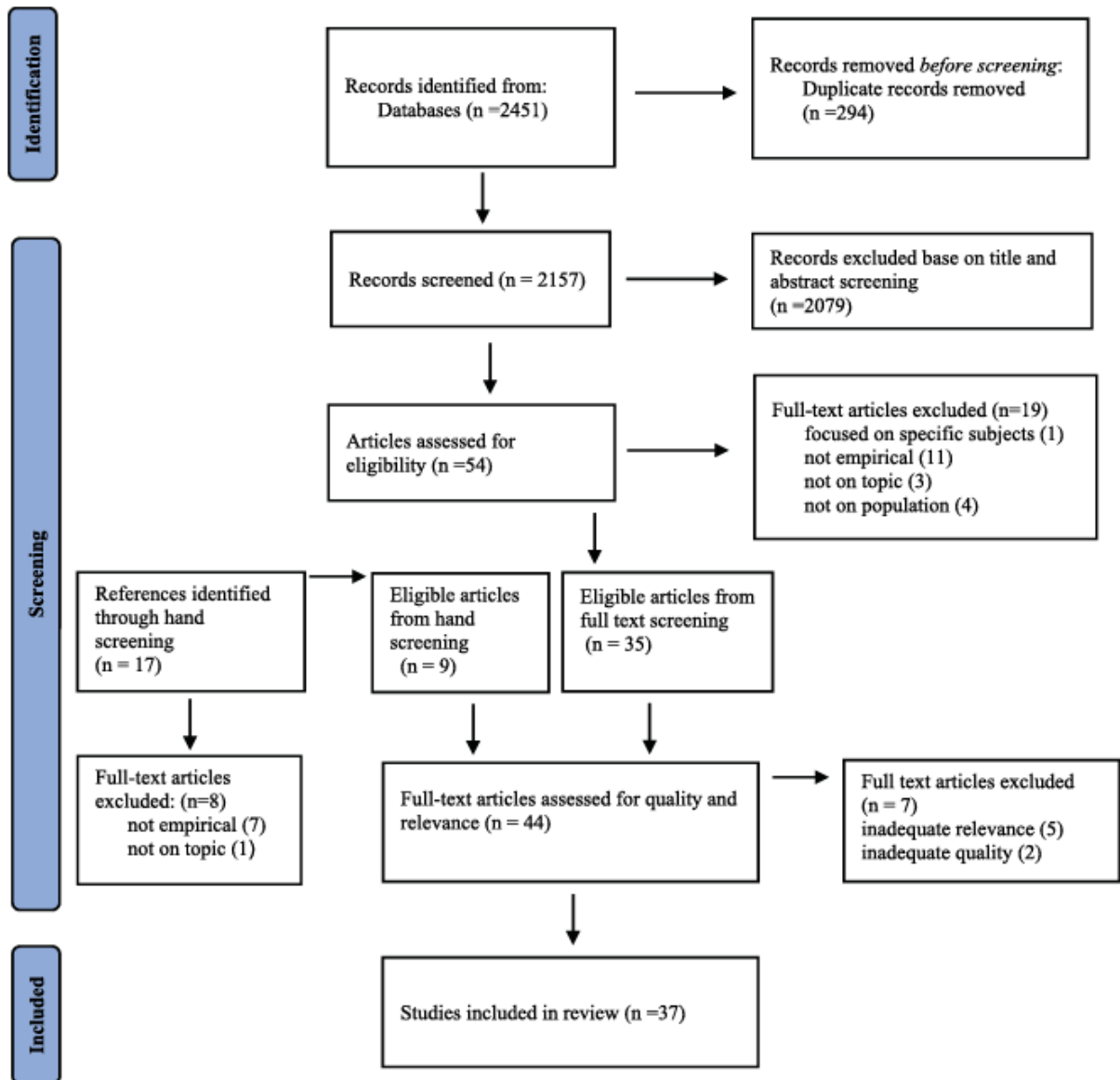

Figure 1. PRISMA flow diagram of study selection for the systematic review.

We analysed the surface characteristics of the studies by applying descriptive statistics. For the evidence synthesis in relation to our first research question, which targeted the format and

components of the teacher training, we coded the theoretical framework of the training, its length and format, the implemented learning activities, and the training approach. For the second research question, which concerned the training outcomes, we applied a mixed coding strategy with some predefined concepts, based on the framework of intercultural competence (Deardorff 2006), Gutstein's 2006 knowledge type, and Shulman's (1986) pedagogical content knowledge. During the analysis, further categories were added to the primary code list.

Characteristics of the included studies

The pool of selected studies that met the eligibility criteria comprised 37 studies. The majority of the retrieved studies were conducted in the USA (n = 26), three were con ducted in Finland, two in Australia, and one each in Botswana, Thailand, Canada, Taiwan, and Chile, while one study was undertaken in the USA and South Korea in the form of inter-university cooperation (Park, Ryu, and McChesney 2019).

Sample demographics were similar across the studies, as the participants in the included studies were exclusively pre-service teachers, while one of the studies examined both pre-service teachers and in-service teachers (Bersh 2018). These pre-service teachers were in their early twenties, female, and identified themselves as belonging to the ethnic majority group.

The sample sizes across the reviewed studies varied widely, from three respondents to 214 (Mdn = 31.7).

The samples in the examined studies were collected mainly from a single university, and the majority of studies included one group of students (< 50). Four studies involved a sample of international pre-service teachers (Acquah and Commins 2015, 2017; Acquah and Szelei 2020; Park, Ryu, and McChesney 2019).

The methodological approaches adopted in the retrieved studies varied. The majority (n = 22) used a qualitative methodological approach, while 15 of the studies adopted a mixed-method design. The qualitative studies applied constant comparative analysis, phenomenological analysis, grounded theory, and case-study designs.

Results

Outcomes of the training: CRP-related competencies

The results of teacher training related to CRP have been determined by research in the development of knowledge, skills and/or attitudes of pre-service teachers (see Tables 2 and 3).

Table 1. Summary of training characteristics and components in the reviewed studies.

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Acquah and Commins (2015)	One semester	Elective	standalone	facilitate the development of cultural awareness	Coursework with critical reflection (written and oral) on the issues of culture, power and privileges on a personal level
Acquah and Commins (2017)	One semester	Elective	standalone	develop pre-service teachers' cultural competence	Coursework along an instructional model for teaching multicultural education, involving small group activities, lectures, readings, case study – analysis, case study – presentation, case study – discussions, and school observation
Acquah and Szelei (2020)	One semester	Elective	standalone	to help pre-service teachers' transformation regarded to CRP	Coursework with explicit modelling of culturally responsive teaching behaviour and activities along these activities: line-up games, group discussions, critical reflection, writing autobiographies, structured field experiences combined with post experience reflection, simulation games, experiential activity, cultural inventory, case study, field immersion, critical reflection
Barnes (2016)	One semester	Mandatory	standalone	to challenge pre-service teachers' assumptions	Coursework involving a Community Inquiry Project in which PSTs were required to visually represent their understanding of the community they observed, interacted with, and explored.
Bersh (2018)	One semester	Mandatory	standalone	develop culturally responsive competency	Coursework focused on writing an autobiography for developing Culturally Responsive Competency
Bottoms, Ciechanowski, and Hartman (2015)	One semester	Mandatory	standalone	provide opportunities for preservice teachers to enact core practices of science in culturally and linguistically diverse contexts	Three 2-week teaching cycles in which PSTs collaboratively worked with small groups of children (6–8) in an after-school STEM club during their class time.
Brown and Rodriguez 2017	One semester		standalone	critical consciousness	Coursework in which pre-service teachers and youth from diverse backgrounds were directly connected. Urban students participated as partners in the teacher preparation process, presenting why they had been fired from their previous school.

(Continued)

Table 1. (Continued).

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Christ and Sharma (2018)	One semester	Mandatory	standalone	support preservice teachers' understanding of the importance of culturally relevant text selection and pedagogy; learn about methods for selecting culturally relevant texts and teaching	Service-learning course where PSTs planned a unit of instruction that focused on literacy development and integrated culturally relevant pedagogy as part of the instruction. The course focused on modelling CRP instructions and text selection.
Chuang (2016)	12 weeks	Mandatory	standalone	creating Web Quests through online group collaborative learning, concerning the aspects of CRP	Online collaborative group learning, in which the pre-service teachers were selected from three different courses (multiculturalism, curriculum design and development, computer application in education) to form four online learning groups for peer coaching.
Coppersmith, Song, and Kim (2019)	1 year	-	standalone		Coursework combined with field experience connected to the Quality Teachers for English Learners program.
Daniel (2016)	13 months (4 semesters)	Mandatory	standalone	develop CRP	Coursework combined with field work related to diversity
Endo (2015)	One semester	Mandatory	standalone	foster CRP	Coursework regarding the use of multicultural materials in the classroom, effectively managing diverse classrooms and teaching multiculturalism accurately and affirming; followed by a multicultural service-learning project, including activities that focused on multicultural curricula and children's literature.
Gunn and King (2015)	One semester	Mandatory	standalone	building CRP	Coursework involving teaching cases that featured diversity and literacy issues
Jackson & Bryson (2018)	One semester	mandatory	standalone	develop culturally responsive pedagogy	Community Mapping: in which pre-service teachers gathered information on an urban community and used them to contribute to understanding the social, economic, and educational conditions that affect students and families living in that community

(Continued)

Table 1. (Continued).

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Johnson et al. (2019)	One semester	mandatory	standalone	increase pre-service teachers CRP	Forming professional learning communities in which community mapping, assigned readings, discussions, classroom observations and continuous reflection were completed
Joseph (2016)	One semester	mandatory	standalone	foster understandings of culture in education settings	Coursework incorporating African music to foster an inclusive curriculum that promotes cultural diversity in Australia.
Knotts and Keesey (2016)	One semester	elective	standalone	develop culturally sensitive, evidence-based materials for Old Order Mennonite students, and develop cultural responsiveness	Fieldwork in which the role of the pre-service teachers was to develop culturally sensitive, evidence-based materials for teachers within the culture to use with the Old Order Mennonite (OOM) students with moderate disabilities
Kondor, Owusu-Ansah, and Keyne-Michaels (2019)	One semester	mandatory	standalone	prepare pre-service teachers to teach diverse population	A cross-cultural field experience in a community setting in which PST supported struggling pre-K–12 readers in their neighbouring schools as tutors. PSTs worked one on one or in small groups with the students to improve their reading and comprehension skills and engage with their families once a week for 10 weeks.
Lambeth and Smith (2016)	18 week	mandatory	standalone	to help students advance through the school system	Fieldwork (teaching practice in culturally diverse context)
Lund and Lee (2015)	One semester	elective	standalone	raise critical awareness on power and privilege while countering deficit-model thinking	Community-initiated Service-Learning Program in which pre-service teachers placed in after-school/life-skills program; at reception centres participated in interviews with ELLs and their families and in family-based programs.
Magogwe & Ketsitlile (2015)	One semester	mandatory	standalone	prepare pre-service teachers to teach in diverse context	Coursework

(Continued)

159

Table 1. (Continued).

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Nganga (2015)	16 weeks	mandatory	standalone	introduce pre-service teachers to the need for culturally responsive anti-bias materials	Coursework combined with fieldwork that focused on anti-bias curriculum and evaluating children's literature regarding cultural diversity
Nganga (2016)	One semester	mandatory	standalone	promote intercultural competencies	Coursework and field experience including planned international cultural immersion experience in Kenya; online threaded discussions; class discussions; reading and analysing children's literature with a global/intercultural focus; online research activities and reflections; writing research papers that focused on various aspects of a foreign nation of the learner's choosing
Nganga (2020)	One semester	mandatory	standalone	gain pedagogical practices in critical multicultural education	Coursework based on analysing children's books for hidden bias
Park, Ryu, and McChesney (2019)	student exchange program 5 days	elective	standalone	understand different classroom cultures	A collaboration simulation design studio program: American and South Korean PSTs created classroom management scenarios and virtual student characters.
Peña-Sandoval (2019)	One semester	elective	standalone	enhance pre-service teachers' intention to teach in a culturally responsive way	Field experience (teaching practice)
Peralta et al. (2015)	Two semesters	mandatory	standalone	provide learning experiences that heightened pre-service teachers' awareness and knowledge about social injustices, Indigenous culture and identities	Coursework combined with service-learning experience focused on Aboriginal Australian culture, and the tenets of culturally responsive teaching.
Peters et al. (2016)	One semester	mandatory	standalone	teaching practice in culturally diverse context	Field work in which PSTs were place in diverse student teaching contexts with no prior multicultural education coursework.
Prapinwong (2018)	Two semesters	mandatory		intercultural competence development	Coursework with instructional design activities such as defining culture through a video clip, discussion about culture, invited guest speakers who have different cultural backgrounds, case studies, class discussions of socio-cultural issues, a movie, identity-tag game, autobiography writing

(Continued)

Table 1. (Continued).

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Ramirez, Gonzales-Galindo, and Roy (2016)	One semester	mandatory	standalone	to better understand factors influencing the trajectory of ESL	Coursework combined with fieldwork (student teaching experience) focused on a project with immigrant students in EL classes.
Senyshyn (2018)	One semester	mandatory	standalone	fostering intercultural learning among preservice teachers	Coursework combined with a holistic intercultural learning experience
Shiver, Richards, and Hemphill (2020)	6 weeks	mandatory	standalone	impact pre-service teachers learning of culturally relevant practices through lived experiences	Coursework and fieldwork based on Teaching Personal and Social Responsibility model
Thomas et al. (2020)	16 weeks	mandatory	standalone	increase the extent to which pre-service teachers were immersed in the community, seeking solutions to real-life issues in partnership with local expertise	Coursework including planning and implementing enrichment experiences for children who attend an after school program in the neighbourhood; working at the local community centre; participating in a variety of programs;
Tinkler, Hannah, and Tinkler (2016)	One semester	mandatory	standalone	provide alternate views for pre-service teachers of education and schooling to critically re-examine their understanding of school	Coursework infusing multicultural education elements and service-learning field experience with contacting students marginalised in their schooling experience.
Whitaker and Valtierra (2018)	Two years	mandatory	standalone	enhance pre-service teachers' motivation to teach culturally and linguistically diverse learners	Coursework the topic of CRP was incorporated into the teaching methodology courses for 4 semesters (academic courses, reflective opportunities, and teaching experiences), including the following activities: collecting biography cards and learning preferences surveys, curriculum and instruction design regarding to CRP, full-time student teaching activity and capstone course
Whitford and Emerson 2018	Two semesters	mandatory		reduce pre-service teachers implicit bias	Empathy intervention course in which pre-service teachers gained 10 personal experiences of explicit racism faced by Black student peers on the same university campus

(Continued)

Table 1. (Continued).

Reference	Training Length	Attendance requirements	Training approach	Training aim	Training Format and Learning Activities
Williams et al. (2016)	4 semesters	mandatory		influence the disposition of teacher candidates	5 workshops including: literature reading (how to teach maths in ESL classes); interaction with veteran teachers of ethnically and economically diverse students; simulation of the position of privilege and marginalisation; a glimpse into the lives of students who are homeless; the demonstration of various pedagogical strategies and research based practice to meet the needs of various learners; Participating in conferences for teachers and fieldwork

Table 2. Competence elements in the reviewed studies (knowledge and attitudes).

	knowledge			attitudes				
	classical	community	critical	attitude towards different cultures	attitude towards CRP	prior knowledge	attitude towards self-efficacy	attitudes towards diverse students
Acquah and Szelei (2020) (Finland)	✓		✓	✓		✓	✓	✓
Acquah and Commins (2015) (Finland)	✓		✓	✓	✓		✓	
Acquah and Commins (2017) (Finland)	✓		✓	✓	✓		✓	✓
Whitaker and Valtierra (2018) (USA)	✓	✓	✓	✓				
Gunn and King (2015) (USA)	✓	✓	✓	✓				
Nganga (2020) (USA)	✓	✓	✓			✓	✓	
Bersh (2018) (USA)	✓	✓	✓					
Daniel (2016) (USA)	✓	✓				✓	✓	no change
Brown and Rodriguez 2017 (USA)			✓					✓
Park, Ryu, and McChesney (2019) (USA, South Korea)	✓	✓	✓	✓		✓		
Nganga (2015) (USA)	✓	✓	✓	✓	✓	✓	✓	✓
Williams et al. (2016) (USA)	✓	✓	✓	✓	✓	✓	✓	✓
Johnson et al. (2019) (USA)	✓	✓	✓	✓		✓	✓	✓
Prapinwong (2018) (Thailand)	✓	✓	✓	✓				
Lund and Lee (2015) (Canada)	✓	✓	✓	✓			✓	✓
Knotts and Keesey (2016) (USA)	✓	✓	✓	✓	✓			
Christ and Sharma (2018) (USA)	✓	✓	✓	✓			✓	✓
Endo (2015) (USA)	✓	✓	✓			✓	✓	
Kondor, Owusu-Ansah, and Keyne-Michaels (2019) (USA)	✓					✓		
Bottoms, Ciechanowski, and Hartman (2015) (USA)							✓	
Peters et al. (2016) (USA)	✓	✓	✓	✓				✓
Joseph (2016) (Australia)	✓	✓	✓	✓				
Barnes (2016) (USA)	✓	✓	✓	✓		✓		
Nganga (2016) (USA)								✓
Ramirez, Gonzales-Galindo, and Roy (2016) (USA)				✓				
Chuang (2016) (Taiwan)			✓			✓ ✓		✓
Lambeth and Smith (2016) (USA)	✓	✓	✓					✓
Peralta et al. (2015) (Australia)	✓	✓	✓					✓
Shiver, Richards, and Hemphill (2020) (USA)	✓	✓	✓					✓
Whitford and Emerson 2018 (USA)		✓						✓

(Continued)

Table 2. (Continued).

	knowledge			attitudes				
	classical	community	critical	attitude towards different cultures	attitude towards CRP	prior knowledge	attitude towards self-efficacy	attitudes towards diverse students
Peña-Sandoval (2019) (Chile)	✓	✓	✓				✓	
Jackson & Bryson (2018) (USA)	✓	✓	✓	✓				✓
Senyshyn (2018) (USA)	✓	✓	✓			✓		✓
Tinkler, Hannah, and Tinkler (2016) (USA)	✓	✓			✓	✓		
Magogwe & Ketsitlile (2015) (Botswana)	✓	✓	✓	✓	✓		✓	✓
Thomas et al. (2020)								

Table 3. Competence elements in the reviewed studies (skills).

	skills						
	skills of noticing/ observation	reflective skills	classroom management skills	methodological skills	skills for facilitating change	assessing teaching materials	communicative skills
Acquah and Szelei (2020) (Finland)		✓					
Acquah and Commins (2015) (Finland)		✓					
Acquah and Commins (2017) (Finland)		✓					
Whitaker and Valtierra (2018) (USA)		✓					
Gunn and King (2015) (USA)	✓	✓	✓	✓	✓	✓	
Nganga (2020) (USA)							
Bersh (2018) (USA)							
Daniel (2016) (USA)							
Brown and Rodriguez 2017 (USA)		✓		✓			
Park, Ryu, and McChesney (2019) (USA, South Korea)							
Nganga (2015) (USA)	✓	✓		✓		✓	
Williams et al. (2016) (USA)		✓		✓			
Johnson et al. (2019) (USA)		✓		✓	✓		
Prapinwong (2018) (Thailand)		✓					
Lund and Lee (2015) (Canada)		✓					
Knotts and Keesey (2016) (USA)		✓	✓	✓		✓	
Christ and Sharma (2018) (USA)		✓		✓		✓	
Endo (2015) (USA)	✓	✓		✓			
Kondor, Owusu-Ansah, and Keyne-Michaels (2019) (USA)		✓		✓	✓		
Bottoms, Ciechanowski, and Hartman (2015) (USA)	✓				✓		
Peters et al. (2016) (USA)		✓		✓			
Joseph (2016) (Australia)		✓		✓			
Barnes (2016) (USA)		✓		✓			
Nganga (2016) (USA)		✓		✓			
Ramirez, Gonzales-Galindo, and Roy (2016) (USA)				✓			
Chuang (2016) (Taiwan)	✓						
Lambeth and Smith (2016) (USA)		✓	✓	✓			
Peralta et al. (2015) (Australia)		✓	✓	✓			✓
Shiver, Richards, and Hemphill (2020) (USA)		✓	✓	✓			
Whitford and Emerson 2018 (USA)				✓			

(Continued)

Table 3. (Continued).

	skills						
	skills of noticing/ observation	reflective skills	classroom management skills	methodological skills	skills for facilitating change	assessing teaching materials	communicative skills
Peña-Sandoval (2019) (Chile)		✓	✓	✓			✓
Jackson & Bryson (2018) (USA)		✓	✓	✓			
Senyshyn (2018) (USA)		✓	✓				✓
Tinkler, Hannah, and Tinkler (2016) (USA)		✓	✓	✓			✓
Magogwe & Ketsitlile (2015) (Botswana)							
Thomas et al. (2020)		✓					

Changes in knowledge

One of the key outcomes among the reviewed studies was knowledge. Knowledge refers to familiarity with factual information and theoretical concepts. It can be transferred from one person to another, or it can be acquired individually through observation and study.

According to Gutstein (2006), culturally responsive teachers should master three types of knowledge: classical, community, and critical. Classical or academic knowledge corresponds to Shulman's (1986) content knowledge—that is, the integration of teachers' pedagogical knowledge and their subject-matter knowledge is referred to as pedagogical content knowledge. Community knowledge refers to teachers' awareness of their students' everyday activities and their family, community, and cultural background. Critical knowledge is a synthesis of the two types of knowledge mentioned above. Using their academic and community knowledge, teachers can recognise and critically examine inequalities arising from political, economic, social, and cultural differences, and their presence and impacts in a given community (e.g. class community or school) (Gutstein 2006). All but two of the reviewed studies (n = 35) included knowledge as an outcome of effective teacher training related to CRP. In the course of the analysis, we found all three types of knowledge among the study results.

Classical Knowledge. Twenty-nine of the analysed studies referred to classical knowledge as an outcome of effective teacher training. The pool of classical knowledge included subtopics such as conceptual knowledge of specific definitions related to culture and social justice; knowledge of one's own and different cultures; proficiency in CRP; knowledge of specific activities related to CRP; and professional self- awareness. The results of these studies indicated that courses and seminars involving CRP in teacher education mainly developed students' classical knowledge related to different cultures (n = 22). The method of acquiring classical knowledge was, in most cases, a theoretical course that was either entirely about CRP or about some other topic into which CRP was integrated.

Community Knowledge. Themes related to community knowledge included being aware of classroom diversity, being conscious of students' sociocultural backgrounds, and understanding different classroom cultures. Pre-service teachers usually acquired community knowledge by coming into contact with students belonging to a minority group during their teaching practice and by acquiring information about them and their cultural background through this relationship. Another means of acquiring community knowledge is when pre-service teachers explore the school

environment (e.g. Barnes 2016; Kondor et al. 2019). During this activity, pre-service teachers obtain information about the demographics, values, strengths, weaknesses, norms, and dynamics of a particular community by interviewing community members, district-level personnel, and school workers. The information they gather helps them to understand the social, economic, and educational conditions that affect the students and families living in that community. Furthermore, pre-service teachers can incorporate cultural traits into their practice and discover possible points of connection with the students in the classroom.

Critical Knowledge. Critical knowledge as an outcome of culturally responsive teacher training was identified in 28 studies. Among the related topics, we found knowledge of hidden bias in children's books and curricula; an understanding of the importance of CRP, the recognition of institutional discrimination, the acceptance of differences, an awareness of the relational-emotional aspect of teaching, and the importance of community knowledge consciousness.

Changes in skills

A second key outcome the different examined teacher trainings were the development of pre-service teachers' skills in relation to CRP. As skills can be developed through practice (Wragg 1993), we found most of the skills-related outcomes in the context of field experience. However, we also found some skills-related outcomes in connection with courses.

Reflective skills. The majority of the reviewed studies (n = 27) described the development of pre-service teachers' reflective skills as a result of the teacher training program. In the reviewed studies, the instructors used a number of reflective techniques, primarily written reflections, although we also found autobiographies (Bersh 2018; Prapinwong 2018), online reflection (Chuang 2016; Shiver, Richards, and Hemphill 2020), and video reflection among the methods (Whitaker and Valtierra 2018).

Methodological Skills. Fifteen studies reported on improvements in pre-service teachers' methodological skills. Instructions related to CRP implemented during teaching training were considered an outcome of methodological skills. These instructions were diverse. In most of the studies, there was only a brief indication that pre-service teachers' general pedagogical skills (e.g. Williams et al. 2016), or skills related to CRP, had developed during the training (e.g. Christ and Sharma 2018; Johnson et al. 2019).

Classroom Management Skills. Nine studies focused on developing pre-service teachers' culturally responsive classroom management skills as an outcome of teacher education (e.g. Peralta et al. 2015; Peña-Sandoval 2019; Shiver, Richards, and Hemphill 2020; Whitaker and Valtierra 2018). Student-centered teaching was considered an important factor for pre-service teachers in terms of planning and delivering lesson content to motivate students through autonomy (Peralta et al. 2015). Another factor was improving interpersonal and intercultural communication skills in order to master culturally responsive classroom management practice (Peña-Sandoval 2019; Senyshyn 2018). As an outcome of a community- and school-based service learning experience, pre-service teachers changed their language and communication style to better fit their students' lifestyles (Peralta et al. 2015).

The Skill of Assessing Teaching Materials with a Multicultural Focus. According to Gay (2002), culturally responsive teaching incorporates an assortment of instructional approaches. One culturally responsive approach is to use culturally relevant materials, limiting cultural mismatch between the school and home environments. Culturally relevant text selection and pedagogy support students' positive identity formation, literacy results, engagement, and motivation (Christ and Sharma 2018). Six studies focused on the effect of teacher training on pre-service teachers' skills in relation to assessing teaching materials with a multicultural focus (Christ and Sharma 2018; Endo 2015; Nganga 2015, 2016, 2020; Ramirez, Gonzales-Galindo, and Roy 2016).

As a result of teacher training, pre-service teachers' reflection highlighted the significance of selecting children's books that do not affirm any stereotypes about other cultures (Nganga 2016). The intentional analysis of hidden bias in children's book helped pre- service teachers to acquire the appropriate knowledge and skills to use children's literature with a multicultural focus (Nganga 2020). In the study by Christ and Sharma (2018), the educator applied modelling, self-reflection on pre-service teachers' text selection, and peer video analysis related to text selection in order to enhance the development of pre-service teachers' skills in selecting culturally relevant texts.

The Skill of Noticing. Daniel (2016) argued that noticing is an essential skill for pre- service teachers because the precondition for interpreting and analysing a situation is to know every detail precisely. Noticing includes the skills of listening and observing. Poor observation can lead to incorrect conclusions. Four of the reviewed studies focused on the skill of noticing as an outcome of culturally responsive teacher training (Bottoms, Ciechanowski, and Hartman 2015; Chuang 2016; Daniel 2016; Williams et al. 2016). One of the outcomes of these teaching practices was that

pre-service teachers noticed inequitable assimilation practices and made an effort to become a change agent in this sense (Chuang 2016; Daniel 2016; Williams et al. 2016). According to Daniel (2016), noticing helped pre-service teachers to identify constructive responses to what they observed, to constantly question their observations, and to develop skills to improve their practice.

Attitude

The third key factor in measuring the effectiveness of teacher education that includes CRP is the change in candidate teachers' attitudes. All the reviewed studies included data on attitudinal change in the student teachers. Attitude change was measured quantitatively using various scales, surveys, and questionnaires. Studies based on qualitative measures obtained their results from the student teachers' written reflections and from analysing the transcripts of focus groups and individual interviews. In all but one of the studies (n = 36), a positive change could be detected in pre-service teachers' attitudes due to the knowledge and experience gained in teacher education. One study reported an adverse change in candidate teachers' attitudes. We coded five areas in terms of the content of the attitudes: (a) attitudes towards multiculturalism; (b) attitudes towards student diversity; (c) attitudes towards prior knowledge; (d) attitudes towards self-efficacy; and (e) attitudes towards CRP.

Attitudes Towards Multiculturalism. Most of the studies (n = 19) described changes in pre-service teachers' attitudes towards multiculturalism. Senyshyn's (2018) study found that pre-service teachers became more accepting of others, while Chuang (2016) and Park, Ryu, and McChesney (2019), reported that, as a result of teacher education, candidate teachers had a more positive attitude towards different cultures.

Attitudes Towards Student Diversity. Eighteen studies described changes in candidate teachers' attitudes towards student diversity. Shiver, Richards, and Hemphill (2020) reported that prospective teachers were more accepting and open to classroom diversity due to teacher education courses and seminars. The research results of Lund and Lee (2015) and Ramirez, Gonzales-Galindo, and Roy (2016) showed that pre-service teachers, after participating for one semester in a program related to immigrant families, began to respect students from these families and considered them to be solid and resilient. Several studies mentioned that, as a result of what they had learned and experienced in teacher education, prospective teachers appreciated the importance

of respect, affirmative attitudes, special attention, and care towards students from different sociocultural back grounds (e.g. Daniel 2016; Gunn and King 2015).

Attitudes Towards Prior Knowledge. Fifteen studies reported pre-service teachers' attitudes towards their prior knowledge. Each of the studies reported that, as a result of the knowledge and experience gained in teacher education, pre-service teachers re-evaluated their previous knowledge and, in many cases, reconstructed it (e.g. Acquah and Szelei 2020; Barnes 2016; Jackson & Bryson, 2018). According to the results found by Kondor, Owusu-Ansah, and Keyne-Michaels (2019) candidate teachers demystified or dismantled their stereotypes and fears with respect to students from different sociocultural back grounds as a result of the knowledge and experience acquired during teacher education. Lambeth and Smith (2016) reported that candidate teachers reconstructed their beliefs about students' academic success after their teaching practice.

Attitudes Towards Self-Efficacy. Pre-service teachers' attitudes towards self-efficacy can be found among the results of 10 studies. These studies reported primarily on the emergence of pre-service teachers' self-confidence in teaching culturally diverse learners as an effect of their teacher training (e.g. Johnson et al. 2019; Lund and Lee 2015). The studies also described candidate teachers' beliefs in their ability to teach all students in a multicultural community effectively through the knowledge they had acquired (Whitaker and Valtierra 2018). In Gunn and King's (2015) study, the data analysis showed that pre-service teachers were committed to acting as agents for change who took cultural diversity into account in their teaching practice. Attitudes Towards CRP. Pre-service teachers' attitudes towards their teaching profession in relation to CRP were reported in a relatively small number of studies (n = 6). According to the findings of Whitaker and Valtierra (2018), candidate teachers had a positive attitude towards the feasibility of culturally sensitive pedagogy in the class room. Johnson et al. (2019) reported that pre-service teachers had a positive attitude towards the importance of culturally sensitive pedagogy in education. In Christ and Sharma's (2018) study, candidate teachers analysed texts used in teaching from the point of view of multiculturalism. As a result of the course, pre-service teachers' attitudes towards educational text selection changed positively in terms of taking into consideration the perspective of culturally sensitive pedagogy.

Discussion

The aim of the present review was to provide evidence of what competencies (and which of their elements) are developed by CRP-related teacher education programs and how to achieve optimal outcomes for improving pre-service teachers' culturally responsive competencies. Identifying the effective components of teacher education programs related to CRP is especially important as schools and educators increasingly invest in developing interventions to enhance pre-service teachers' awareness in terms of respecting and successfully teaching cultural diversity.

Limitations

Although the findings from the present study provide an insight into how teacher education can develop pre-service teachers' knowledge, skills, and attitudes in relation to CRP, several limitations need to be considered. The database was uneven and the context was limited for several reasons.

First, despite conducting a systematic search of the literature, it is possible that some studies that we could have included in the review were not identified.

Second, although the search was conducted worldwide, our database predominantly comprised studies conducted in the United States (n = 25). The multicultural education movement originated in the United States, but many other countries are affected by classroom diversity worldwide due to global social trends. Therefore, it is essential to focus on culturally responsive teaching in other countries as well.

In terms of methodological quality, the reviewed studies varied widely in terms of methodology, measurement tools, approach, and sample size. Some studies were based on relatively small samples and used qualitative or mixed methods, while others were larger in scale and quantitative in design. Moreover, the studies used a variety of outcome measures, limiting the ability to measure and compare the training impacts accurately.

Finally, very little is known with certainty about whether the measured changes in pre-service teachers' multicultural knowledge, skills, and attitudes are sustainable in the long term, as each of the reviewed studies examined the impact of interventions in the short term only.

Reflection on the research results

Culturally responsive pedagogy is a comprehensive concept. Teachers must have various knowledge, skills, and attitudes in order to be considered culturally competent (Leeman 2006;

Severiens, Wolff, and van Herpen 2013). Our research results show that different types of teacher education programs address different aspects of cultural competence. We found only a few studies in which all the components needed for CRP were developed.

Our review shows that several types of teacher education programs positively influenced pre-service teachers' knowledge of CRP. We identified 14 programs that primarily developed the knowledge aspect of multicultural competence (e.g. Acquah and Szelei 2020; Senyshyn 2018). As most of these were not linked to practice, they did not provide specific community knowledge for pre-service teachers. Knowledge- based programs can be an effective way to acquire the theoretical background of CRP. The results of these programs also demonstrated the attitude-forming effect of the knowledge acquired – that is, they had a positive impact on the multicultural attitudes of pre-service teachers. However, as they did not provide an opportunity for practice, the pre-service teachers were not able to transform their conceptual tools into practical tools. As the conclusion of many of the studies, we found that pre-service teachers in theoretical teacher education programs acquired the conceptual tools but not the practical tools to become culturally responsive educators. After leaving university, they still had several questions regarding the teaching of culturally diverse students (Daniel 2016). In Lambeth and Smith's (2016) study, pre-service teachers recommended that a teacher education program should educate pre-service teachers not only about why they should accept differences, but also about how to work with culturally diverse students.

Our findings also highlighted programs that placed pre-service teachers in multicultural teaching environments without prior theoretical training (Peters et al. 2016), or that brought them into contact with low-income children from urban communities (Brown and Rodriguez 2017). Two relevant studies concluded that placing pre-service teachers in diverse student teaching contexts with no prior multicultural education coursework does not have a positive impact on their multicultural attitudes. Improving knowledge about culture and CRP is important because pre-service teachers' attitudes are often strongly influenced by their level of cultural knowledge (Ladson-Billings 2009). According to Gay (2018), knowledge of cultures helps pre-service teachers to become aware of their currently held attitudes and feelings about cultural differences. Thus, in teacher education, teaching practice for pre-service teachers in a multicultural environment should be preceded by theoretical training.

Among the examined teacher training programs, 11 were identified that provided theoretical and practical training for pre-service teachers and that positively affected pre- service

teachers' knowledge, skills, and attitudes towards CRP. These programs, in many cases, covered several semesters and included one or more theoretical courses with a different focus. Many of the courses were professional teacher training courses that developed pre-service teachers' general teaching knowledge (e.g. psychology, teaching methods, classroom management, literacy), or courses that focused on CRP or a specific related topic. Furthermore, each program included experiential learning opportunities: classical classroom teaching, service learning, or community learning. However, it is essential to note that although the teaching experience developed the pre-service teachers' teaching methods and classroom management skills, in many cases there was insufficient emphasis on exploring the backgrounds of culturally diverse learners and community relations. Thus, these teaching practices were not effective in helping pre- service teachers to build relationships with learners that took into account their cultural backgrounds. Without knowing the students' cultural background, pre-service teachers were unable to make their pedagogical methods culturally responsive. Community mapping was of paramount importance, in that pre-service teachers became thoroughly acquainted with the school environment and the neighbouring community, and, in most instances, established contact with the pupils and their families. Forging connections between the school community and the families, as well as communication between teachers and students, or teachers and parents, is fundamental. According to Sleeter (2010), when a teacher is willing to spend time studying the students' community, it can strengthen the teaching and learning process. However, due to a lack of teaching practice, the pre-service teachers did not have an opportunity to test themselves as culturally responsive teachers – that is, to make use of the information gained about the students' cultural backgrounds in their pedagogical practice.

Our research results highlighted a considerable number of correlations among knowledge, skills, and attitudes. Taken together, conceptual knowledge about cultures acquired from different courses, and community-specific knowledge gained from community immersion activities, made the pre-service teachers think critically and had a positive impact on their attitudes towards student diversity. The knowledge gained about CRP helped pre-service teachers to appreciate the importance of culturally responsive teaching practice. Encounters with students and their families, and the exploration of the community around the school, provided pre-service teachers with important information about their students' sociocultural background and helped them to build relationships with the students and their families. As a result, the pre-service teachers became more accepting of students from different cultural backgrounds. Knowledge of teaching methods and

classroom management skills helped the pre-service teachers to consciously apply classroom instruction taking into account the social, cultural, economic, and educational information about their culturally diverse students in order to support the progress of all students in the classroom. The information they acquired about their students and different cultures, their professional knowledge, and their knowledge of CRP enabled the pre-service teachers to teach effectively in a culturally diverse classroom, both from their own point of view and that of the learners. With respect to attitudes, the pre-service teachers reflected on and reconstructed their prior knowledge and assumptions, became self-confident in teaching culturally diverse learners, and strengthened their self-efficacy and their belief in their ability to act as agents of change and to implement CRP.

What is lacking in teacher education programs is a comprehensive curriculum focusing exclusively on cultural diversity. Courses related to CRP can be found in teacher preparation curricula mainly as a one semester stand-alone unit: In only a few instances was such training found to be present comprehensively over several courses (See Table 1).

In terms of the further development of teacher education programs related to CRP, we recommend that such programs should include multiple components (both theoretical and practical); focus on general as well as specific culturally relevant pedagogical knowledge and skills; and provide opportunities for pre-service teachers to explore the cultural backgrounds of their students and their students' communities so as to take them into account in their teaching practice. Well-planned multicultural courses connected with structured field experiences embedded in a comprehensive curriculum focusing on diversity issues could enhance pre-service teachers' awareness of diversity-related issues and their attitudes towards marginalised students – at least as measured before and after coursework and fieldwork.

Recommendations for future research Based on the findings of the present study, there are several directions for future research. First, more research is needed to explore the effective components in teacher education in terms of CRP in countries other than the United States. It is a global phenomenon that the societies of hitherto relatively socially homogeneous countries are also becoming diverse. This diversity is also reflected in classrooms, so a culturally relevant pedagogical approach is needed to enable teachers in schools to support the academic progress of all students in an appropriate way and at the appropriate level. Second, more rigorous designs are needed to evaluate the effectiveness of interventions in developing pre-service teachers' knowledge, skills, and attitudes with respect to CRP. A control group experimental design should

be used to measure the impact of interventions accurately, and it is also important to gauge any change over more extended periods. Third, there is a need for studies that evaluate effective components individually within interventions so as to examine what works best for whom and in what context. Fourth, the sociodemographic characteristics of the sample should be further investigated to find out whether there is a difference in the effectiveness of the training in different groups (i.e. according to age, gender, social class, ethnocultural status, and geographical location). Finally, further research is needed to explore how the culturally relevant pedagogical knowledge, skills, and attitudes acquired during teacher training are applied by pre-service teachers when confronted with the challenges of student diversity as teachers in real school settings.

Conclusion

The goal of the present study was to improve understanding of successful CRP training in teacher education by synthesising the common components of interventions that help pre-service teachers to acquire the knowledge, skills, and positive attitudes necessary for effective teaching in classrooms of culturally diverse students. Overall, the reviewed studies suggest that there is potential evidence for the effectiveness of teacher education programs in improving pre- service teachers' knowledge, skills, and attitudes with respect to CRP. As in the case of other studies (Gay 2010; Severiens, Wolff, and van Herpen 2013), the results of the present research indicate that many different factors may be instrumental in developing CRP. In terms of explicit outcomes, the positive change in the knowledge, skills, and attitudes required for CRP was measurable. However, only the quantitative studies were able to determine the extent of these competence components. The results show that most teacher education programs can be considered successful in terms of developing single components. However, due to the complexity of CRP, the most effective programs might be those that implement the CRP approach into the whole teacher education curriculum in a comprehensive way. This allows pre- service teachers to develop the knowledge, skills, and attitudes necessary for CRP throughout their teacher training by embedding them in their professional sub jects, thus making them an integral part of their future pedagogical thinking and practice.

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CHAPTER 7

General Discussion

The increasing diversity of European societies offers social and educational opportunities in the society and every classroom (Forghani-Arani et al., 2019). Diversity can enrich the social competence and creativity of learners, promoting inter-group relations, reflection, and peer learning (Zilliacus et al., 2017). However, the predominantly homogeneous teacher population lacks adequate experience and knowledge in teaching diverse school populations (Kuusisto, 2017). Therefore, to address challenges faced by learners, European education systems must equip teachers with inclusive competences, emphasizing the appreciation of diversity, adaptation, and cultural awareness. Preparing pre-service teachers for diversity involves developing their cultural understanding, providing pedagogical methods, promoting their self-efficacy and positive attitudes towards inclusive education. Furthermore, incorporating inclusive principles and a multicultural perspective into curricula and textbooks is crucial for achieving inclusion, complementing well-trained teachers and a positive school environment. Therefore, the aim of the dissertation was, on the one hand, to gain insight into the content of curricula, textbooks and analyze them based on the principles of inclusion. On the other hand, it aimed to provide an overview of the possibilities for the development of culturally responsive pedagogical competences of pre-service teachers in teacher education.

Within this part of the dissertation, I aim to thoroughly review and interpret the results of the included studies from different analytical perspectives. First, I will discuss different multicultural perspectives of three National Core Curricula. Then, I will examine the impact of limited or stereotypical representations of people with disabilities in textbooks on an learners' conceptualization of individuals with disabilities. Finally, I will consider the role and possibilities of teacher training in developing inclusive competencies.

One of the fundamental principles of inclusive education is that every child deserves to develop to his or her fullest potential (Booth & Ainscow, 2016). The evolving profile and increased diversity of society in European countries raise questions regarding the incorporation of multicultural educational perspectives into the curriculum (Kuusisto, 2017). It is therefore worth considering how European nations are responding to increasing diversity and globalisation and

how this reflects in their educational discourse. Our study focuses on national curricula, as these are considered pivotal tools for the reinforcement and institutionalization of multicultural education. They play a crucial role by determining the content of educational curricula, the substance of textbooks, as well as the goals and principles of education, significantly influencing the formation of school culture. The three curricula we examined (Finnish, Hungarian, and Irish) have different cultural, political, and economic contexts. While the principles of multicultural education (respect for human rights, dignity, social responsibility, and commitment to fairness and justice) are present in all three curricula, there are significant variations in the emphasis, the perspective of the basic principles, as well as in the approach to societal and learner diversity dimensions. The three distinct curricular approaches could be associated with different stages of curriculum development concerning the presence, conceptualization, and implementation of multiculturalism in education (see Figure 1).

The Hungarian National Core Curriculum (NCC) is characterized by superficial approach to multicultural education (Zilliacus et al., 2017), primarily focusing on national values and addressing multicultural issues sporadically, often from a local perspective. This traditional nation-bound perspective (Zilliacus et al., 2017) regards cultural diversity as an external factor, emphasizing otherness, and primarily introduces students to different cultures and minority groups. It interprets diversity within relatively narrow dimensions, lacking a pluralistic perspective and a global mindset in its discourse. Thus, the curriculum focuses on only a few of the diverse social and learner groups, with the emphasis on learning about the differences of the Other, not as an integral part of society, but as a member of another culture or even a different ability group. The multicultural content of subjects is limited, appearing sporadically in only eight out of twenty-one subjects. Consequently, multicultural content occupies a marginalized position within the curriculum. The Hungarian (NCC), as such, is less adept at effectively conveying the aspects of equity and social justice (Grant, 2016) for the entire society, as well as at counterbalancing marginalization and discrimination in education and society (Sleeter, 2010).

The next developmental stage can be attributed to the Irish National Core Curriculum (NCC), which, while still fundamentally nation-bound, goes beyond the local perspective by incorporating a global dimension. This implies that it not only seeks to familiarize students with various cultures and other diverse ethnic groups but also emphasizes their acceptance, thus appreciating social and learner diversity. The principles of multicultural education and learner

diversity occupy a central position in the curriculum's principles and are prominently present in the content of subject materials. The curriculum's conceptual framework is primarily tolerance-oriented, and this perspective permeates a wide range of subjects. Consequently, in the Irish primary education curriculum, the principles of multicultural education are present in every subject except mathematics and natural sciences, while in the Junior Cycle, multicultural education is present in eight subjects and five short courses.

In comparison to the Hungarian NCC, the Irish NCC further advances in terms of diversity dimensions, as it encompasses a wide range of dimensions of social diversity, both in terms of curricular principles and subject-related content. The tolerance-oriented approach to social and learner diversity can establish the foundations of equal opportunities in society, although it may not always contribute to the implementation of principles of equity. The curriculum content tends to lean towards integration in education, implying that it accepts and tolerates a broad range of learner groups differing from the majority. However, full inclusion and the absence of distinction are not yet fully characteristic of curriculum discourses.

The Finnish NCC describes Finnish society as a complex cultural diversity, characterised by a fluid and dynamic set of relationships (Ritzvi, 2009). Thus, it moves beyond a nation-bound approach and recognises diversity as a valuable resource in society and education. The dimensions of social and learner diversity within the curriculum are extensive, and, more importantly, this curriculum no longer views diversity as an external factor but as an integral part of the society, school and every student (Zilliacus et al., 2017). The curriculum interprets social processes on a global scale and views society from a pluralistic perspective. The principles and topics of multicultural education are present in the basic principles, content of all subjects, and even the focus areas of school culture in the curriculum. Therefore, the curriculum content supports the diverse learner community in becoming not only members of a nation-state but also participants in a global society.

In addition to defining principles and content, the curriculum plays a prominent role in supporting teachers to actively guide students in thinking about diversity and helping them interpret information about people who are somehow different from themselves. The perspective from which the curriculum prescribes and emphasises this, and the dimensions of diversity it considers important, can have a decisive impact on both teachers' and learners' attitudes and actions (Cantoni et al., 2014) towards inclusion. In addition, it also determines the content of textbooks from the

aforementioned perspectives, which can further strengthen the impact on the perceptions and attitudes of educational actors towards inclusion.

Inclusive education should encompass the involvement of high-quality textbooks that are free from divisive stereotypes and prejudices, employ inclusive language, represent diverse identities, and integrate human rights (UNESCO, 2017). These contents are crucial for both students and teachers, as textbooks play a significant role in the teaching and learning process, not only in imparting academic knowledge but also in preparing individuals for societal processes.

The representation of social diversity in textbooks is a fundamental requirement in the 21st century. Disability-related content in textbooks can serve a dual purpose. For students with disabilities, these elements of the curriculum can play an important role in reinforcing a positive self-identity. At the same time, such content can provide all students with a balanced knowledge of people with disabilities, helping them to rethink and reconstruct stereotypes and common misconceptions (Leininger et al., 2010).

The results of our research related to textbook analysis indicate that there is limited representation of people with disabilities in textbooks. This result is important for two reasons. On the one hand, this restricted representation in textbooks reflects the visibility of individuals with disabilities in society, serving as a clear expression of the non-disabled population's dominance within our social framework (Hodkinson, 2007). Despite the fact that social policy discourse in Hungary promotes the social inclusion of people with disabilities, their participation in many social and economic processes remains limited. People with disabilities are absent, or only marginally present, in many social processes, as well as in the textbooks examined in the research. Symbolic representations in textbooks play a crucial role in conveying subtle messages to students regarding the significance of various groups within a society (Sleeter & Grant, 1991). When specific groups in society are featured in textbooks, the conveyed message affirms the significance of those groups over others. Students may consider these groups important because they are prominently featured in the textbook (Sleeter & Grant, 1991). However, if a certain group is underrepresented or omitted in textbooks, it can even lead to negative attitudes about the group and individuals within it. Moreover, according to Commeyras and Alvermann (1996, 32), the exclusion and misrepresentation of minority groups carry significant consequences as they validate, in the reader's mind, the constructed 'social realities' presented within the textbook. These constructed realities could be harmful to students (Hodkinson et al., 2016) as they present a distortion of the truth,

leading students to the conclusion that 'certain groups, and the individuals within them, are not important members of society' (Taxel, 1989, 341).

On the other hand, limited representation of people with disabilities in the textbooks can lead to a lack of knowledge about them. Reduced knowledge can cause fear, misunderstandings and negative attitudes towards a certain group. According to UNICEF's report (2013), children with disabilities are one of the most marginalized and excluded groups in society and are the least able to assert their fundamental rights. The UNICEF report also states that negative discrimination against children with disabilities is not inherent but is rather the result of a lack of understanding and knowledge about the causes and consequences of disability, fear of unknown differences, and stereotypes connected with disability (UNICEF, 2013). It follows that, if people with disabilities are not present in textbooks, students have little opportunity to learn about the different types of disability, discrimination against people with disabilities, or ways to combat discrimination and overcome stereotypes through knowledge. Furthermore, this image of disability does not allow all learners to find themselves and their world in textbooks, which can have a negative impact on their academic progress, success and self-esteem.

Our results highlight how the disability-related content in the examined textbooks offered a distorted picture by including only a few types of disabilities (mostly people with a physical disability or visual impairment). Diverse forms of disability need to be represented so that nondisabled students can gain a better understanding of people with disabilities. It is thus appropriate for school textbooks to address different types of disabilities and provide relevant information for all students. However, the way this is done, and the language employed, are extremely important. If textbooks use disability language, the way that people with disabilities are portrayed will reflect the medical model of disability. To prevent this, language that emphasizes the negative aspects of disability should be avoided, and the focus should be on the person and their social environment rather than their disability. This prevents a deficit-oriented approach that focuses on what a person with a disability is unable to do. Textbooks should refer to a wide range of social issues relevant to disability, approaching disability not as an individual problem but as a question of social responsibility.

The results also highlight the fact that people with disabilities are often represented in a stereotypical manner in textbook illustrations and texts. Most representations convey negative stereotypes, showing people with disabilities as evil, cruel, or dependent, incapable of independent

action, and a burden on society. These portrayals, often enhanced by disability language, present a one-dimensional picture of people with disabilities, undermine efforts to promote their independence, and ignore the fact that their need for help is usually due to the lack of environmental accessibility rather than the disability itself. Almerico (2014) points out that the characters in literary works have almost as strong an impact on readers as the people they encounter in real life, those they personally know. Quayson (2007) further emphasizes that characters with disabilities in children's literature, depicted as frightening and having negative personality traits, elicit unfavorable emotions in readers, leading to a general dislike among children. The depiction of disability in children's literature through negative and stereotyped portrayals can significantly contribute to children's overall fear of individuals with disabilities. Wall and Crevecoeur (1991) emphasize that such representations can also negatively affect readers' attitudes toward people with disabilities.

In our quasi-experimental design research, related to textbook analyses, we examined these assumptions and analyzed the impact of texts found in textbooks containing negative stereotypes about individuals with disabilities on the attitudes of 8-10-year-old students towards people with disabilities in classroom settings. The results of pre- and post-measurements support the earlier assumptions, as described in the literature, that textbook contents containing negative stereotypes are capable of significantly changing students' attitudes in a negative direction. A decrease in attitude scores may also indicate alienation from the people with disabilities in questions where students expressed that they would not prefer to have a person with a disability living next door or that they did not want a friend with a disability.

The impact of textbook texts, including literary works, on students' perception on people with disabilities could be well-tracked through the metaphors and drawings created by the students as well. The post-measurement included numerous metaphors and drawings that could be clearly correlated with a character with a disability mentioned in the processed texts. The results show, that students became more distant in relation to individuals with disabilities; they no longer felt similar to them. (While in the pre-measurement, a significant portion of the students had described individuals with disabilities as similar to themselves). Moreover, in the post measurement the students drew numerous frightening characters, and significant proportions of their metaphors featured evil, neglected, or sick, vulnerable individuals with disabilities. The students' perception

of individuals with disabilities became similarly unbalanced, mirroring the imbalances present in the textbook representations.

In many cases, the students explained the perceived evil of individuals with disabilities by attributing it to their disabilities. So, they believe that individuals with disabilities are envious of those without disabilities, and that's why they behave maliciously towards them, seeking some kind of retribution against those without disabilities. As a result, the evil characters with disabilities become frightening because they are perceived as wanting to harm other people. In addition to the metaphors and drawings, the results of the attitude questionnaire also confirmed the development or reinforcement of students' fears related to individuals with disabilities. Indeed, the analysis of scores obtained for certain questions in the attitude questionnaire revealed that one of the most intense changes occurred in the question group exploring students' fears related to individuals with disabilities, which correlated well with the frightening attributes appearing in metaphors and drawings. Thus, it can be stated that the negative, stereotypical portrayal of disabilities can significantly contribute to the general anxiety of children towards individuals with disabilities (Quayson, 2007). Several studies show that children of primary age have negative attitudes towards people with disabilities (Smith-D'Arezzo & Moore-Thomas, 2010; Adomat, 2014, Blackmann, 2016; Wilkins et al., 2016). The results of studies involving the Hungarian student population (Pongrácz, 2017; Krausz, 2020; Gulya & Fehérvári, 2023) indicate that the attitudes of Hungarian students towards people with disabilities, as measured by the CATCH questionnaire, align with the lower level of average scores reported in international studies using the same questionnaire (Rosenbaum et al., 1986; Vignes et al., 2009; Blackmann, 2016). Our research results show, that negative stereotypical representations of disability in literary works may reinforce students' pre-existing stereotypes, and can lead them into the formulation of negative attitudes. Therefore, it is important to emphasize textbook contents depicting individuals with disabilities adequately and strive to avoid negative stereotypical portrayals as much as possible in textbooks.

Another stereotype is the depiction of people with disabilities as heroes with special qualities. In many cases, famous and successful people with disabilities are included in textbooks, with an emphasis on how they have managed to achieve outstanding success despite their disability. Although this kind of representation does counteract negative stereotypes that focus on the helplessness and failure of people with disabilities (Pogorzelska, 2016), it is still not a realistic depiction of people with disabilities, who are mostly not superheroes but ordinary individuals.

According to Martin & Honig (2020), portraying people with disabilities as heroes can put further emphasis on their otherness and marginalization. If a socially marginalized group is presented as inspirational by the dominant group in certain situations and activities, it can contribute to their marginalization by further distancing them from other members of society due to their "superpowers." This phenomenon is known among the younger generation as "inspiration porn," the idea being to "objectify one group of people for the benefit of another group of people" so that the dominant group is "inspired" and "motivated" by the marginalized group (Young, 2014). "However bad my life might be, it could be worse. I could be that person." The message might similarly be related to people with disabilities: "Just look what can be achieved even by someone with a disability."

Imbalanced, one-sided construct of disability, infused with stereotypical content can reinforce stereotypes about people with disabilities, especially if there is no emphasis on exploring and discussing this content in schools. Such contents do not contribute to the development of an inclusive educational environment; instead, they hinder the social inclusion of individuals with disabilities by failing to provide an adequate amount of relevant information for students to understand people with disabilities. Implementing the inclusion of topics related to individuals with disabilities in the textbooks of mainstream schools may serve as a measure to mitigate the isolation experienced by students with disabilities in regular educational settings (Hodkinson et al., 2016). Therefore, content of the textbooks must be sensitively structured. They should aim to promote culturally responsive pedagogy and to give people with disabilities a more prominent and appropriate place in the content in order to support an inclusive teaching-learning process. Awareness of disability-related content and language use in textbooks can be regarded as essential in bringing about this change of perspective.

The impact of textbook content on students can, however, be influenced by various other factors. In our previously presented empirical research, we specifically emphasized that the teacher should not focus on the topic of disability during the class, refrain from expressing personal opinions, and avoid drawing students' attention to stereotypical content. Under these conditions, it occurred that students passively accepted the information presented in textbooks, and this had a negative impact on their attitudes toward individuals with disabilities. However, hopefully, this classroom situation does not fully reflect reality, and while we acknowledge to some extent that the modus operandi of textbooks involves the transmission of

purified societal values (Hodkinson et al., 2016), and that textbook content does have some impact on students, we assume that the role of students in information exchange is not always the passive assimilation of curriculum content. At the core of our perspective is the notion that the learner is not passive but an 'active, creative, and dynamic' individual who actively engages with texts 'in the process of meaning-making' (Taxel, 1989, 35). By analyzing stereotypical representations, students are encouraged to think critically and exchange opinions within the classroom, allowing them to identify, rethink, and reconstruct their own prejudices. Furthermore, Luke et al. (1989) argue, that the text in textbooks is always the object of teacher transmission, highlighting teachers' significant role in determining what and how students learn from textbook content. Asch and McCarthy (2003) suggested that instructors can help students shift from thinking of disabilities as a defect to be rehabilitated to viewing people with disabilities as a minority group with civil rights.

In order for teachers to think critically and recognize situations of inequality in schools or even in textbooks, it is important that teacher training emphasizes the development of culturally responsive pedagogical competencies in pre-service teachers (Premier & Miller, 2010). This is also important because research highlights the fact that, despite student diversity, the majority of teachers are still white, middle-class women who enter teaching as pre-service teachers with minimal knowledge and experience of the cross-cultural background of diverse student populations, and of how to identify and address groups at risk of exclusion and discrimination (Sleeter, 2008; Lucas & Villegas, 2013; Kondor et al., 2019). Due to a lack of knowledge and experience, pre-service teachers may hold biases against minority groups and have lower expectations of them (Jimenez, 2014, Bissonnette, 2016). Consequently, they may often fail to recognize stereotypical situations and inappropriate textbook content related to minority groups.

Studies examining the effectiveness of teacher training courses aimed at developing culturally responsive pedagogical competencies primarily describe changes in the attitudes of pre-service teachers. However, the positive attitude of pre-service teachers towards a diverse student community and culturally responsive pedagogy is not enough for them to successfully teach every student in a culturally diverse classroom (Siwatu, 2007). The results of our systematic literature review, which analysed the relevant literature published between 2015 and 2020, highlights that both culturally responsive pedagogical competences and general pedagogical competences need to be developed in order to be effective, as an interrelated set of these provides the basis for a teacher to be able to address the needs of all learners in a diverse classroom. Despite this, our research

results show, that several teacher education programs focus only on certain cultural competences, as a result of which pre-service teachers do not feel competent to meet all learners' needs. For example, in cases where teacher training courses emphasize the knowledge component of competency, pre-service teachers may acquire the theoretical foundations of culturally responsive pedagogy, positively influencing their multicultural attitudes. However, lacking practical opportunities, they may struggle to translate this knowledge into practice, leading to uncertainty in classroom settings. After graduation, pre-service teachers continue to have numerous questions about instructing culturally diverse students (Daniel, 2016). In Lambeth and Smith's (2016) research, pre-service teachers suggested that a teacher education program should instruct them not only on the reasons for embracing differences but also on how to effectively engage with culturally diverse students. The need for theoretical knowledge, however, is supported by research that has examined teacher training programs that place pre-service teachers in a diverse learning environment without theoretical knowledge, emphasising the importance of practical opportunities. These programs proved unsuccessful because, lacking prior knowledge, pre-service teachers entered the classroom unprepared and with inherently negative attitudes. Additionally, they lacked the necessary theoretical knowledge to put into practice. Two relevant studies concluded that placing pre-service teachers in diverse student teaching contexts with no prior multicultural education coursework does not have a positive impact on their multicultural attitudes. Improving knowledge about culture and culturally responsive pedagogy is important because pre-service teachers' attitudes are often strongly influenced by their level of cultural knowledge (Ladson-Billings, 2009). According to Gay (2018), knowledge of cultures helps pre-service teachers to become aware of their currently held attitudes and feelings about cultural differences. Thus, in teacher education, teaching practice for pre-service teachers in a multicultural environment should be preceded by theoretical training.

Nevertheless, alongside imparting appropriate theoretical knowledge, teacher training must also emphasize two crucial aspects of practical opportunities. One is to provide pre-service teachers with opportunities to familiarize themselves with the cultural backgrounds of students, and the other is to ensure they can incorporate this information into their pedagogical practice. Our results have indicated that without either of these aspects, creating an inclusive learning environment and successfully involving every student in the learning processes is not achievable.

According to Sleeter (2010), when a teacher is willing to spend time studying the students' community, it can strengthen the teaching and learning process.

The findings from our research underscored numerous correlations among knowledge, skills, and attitudes. When considered collectively, conceptual knowledge about cultures obtained from various courses, coupled with community-specific knowledge gained through community immersion activities, fostered critical thinking among pre-service teachers and positively influenced their attitudes toward student diversity. The knowledge acquired about culturally responsive pedagogy assisted pre-service teachers in recognizing the significance of implementing culturally responsive teaching practices. Pre-service teachers developed greater acceptance and understanding of students from diverse cultural backgrounds through engaging with students and their families, as well as exploring the community surrounding the school. This experience equipped them with vital insights into their students' sociocultural backgrounds, fostering meaningful connections with both students and their families.

Pre-service teachers effectively applied classroom instruction by drawing on their knowledge of teaching methods and classroom management skills, consciously considering the social, cultural, economic, and educational information about their culturally diverse students. This approach aimed to support the progress of all students in the classroom. Their acquired information about students and diverse cultures, combined with their professional knowledge and understanding of culturally responsive pedagogy, empowered the pre-service teachers to teach effectively in a culturally diverse classroom, considering both their own perspective and that of the learners. As for attitudes, pre-service teachers engaged in reflection and reconstruction of their prior knowledge and assumptions. This process led to increased self-confidence in teaching culturally diverse learners, enhancing their self-efficacy and belief in their capacity to act as agents of change and effectively implement culturally responsive pedagogy. What is lacking in teacher education programs is a comprehensive curriculum exclusively focusing on cultural diversity. When courses related to culturally responsive pedagogy are included in teacher preparation curricula, they are typically offered as standalone units lasting for just one semester. Only in a few instances was such training found to be comprehensively integrated across several courses.

Concerning the ongoing enhancement of teacher education programs, our recommendation is for these programs to encompass various components, incorporating both theoretical and practical elements. These programs should emphasize both general and specific culturally relevant

pedagogical knowledge and skills. Moreover, they should offer opportunities for pre-service teachers to explore the cultural backgrounds of their students and their communities, enabling them to consider these factors in their teaching practices. Well-planned multicultural courses connected with structured field experiences embedded in a comprehensive curriculum focusing on diversity issues could enhance pre-service teachers' awareness of diversity-related issues and their attitudes towards marginalised students. These courses allow pre- service teachers to develop the knowledge, skills, and attitudes necessary for culturally responsive pedagogy throughout their teacher training by embedding them in their professional subjects, thus making them an integral part of their future pedagogical thinking and practice.

Educational and societal implications of the studies

The results of the five studies emphasize that curriculum content, textbook materials, and teacher training may play a pivotal role in promoting the adherence to inclusive principles, fostering respect for a multicultural and diverse society and learning community, and facilitating the integration of students into the global society. In light of this, we would like to highlight some areas where the implications of our research findings could be applicable.

Primarily, we consider it crucial to draw the attention of curriculum content developers and textbook editors to areas where changes should be implemented in the curriculum, educational materials, and textbooks. This is necessary to ensure that every student can participate in discrimination-free, quality education. These modifications namely could help in more effectively supporting the successful inclusion of all students in the teaching and learning processes, as well as within the school community. Furthermore, the comparative analysis of curricula can provide valuable insights by offering a model to be followed for specific areas requiring development. Moreover, the results of our research can enhance the awareness of school leaders, teachers and educators regarding areas that require development in multicultural education. These areas may include aspects such as institutional practices, curriculum design, local syllabi, school culture, as well as educational materials and textbooks.

The implementation of multicultural education principles is pivotal at the school level, as even if certain elements are absent from the national curriculum, they can manifest at the local level in school practices. Therefore, the results of our research contain important implications for teacher training. On the one hand, they shed light on the importance of developing pedagogical

competencies necessary for multicultural education. On the other hand, they draw attention to the shortcomings in the curriculum that educators need to address.

In addition to the educational aspects, multicultural education also has socialization implications. Openness to diversity in the classroom and within the school community provides students with the opportunity to coexist, respect, and accept individuals who differ from them in certain aspects. In addition, the pluralist approach allows them to consider themselves as an integral part of society, rather than mere members of a separate minority group. These perspectives can broaden the school context and contribute to laying the foundations for social inclusion.

Recommendations for future research

The results of the studies presented in the dissertation raise numerous research opportunities.

The focus of research on textbook analysis could be expanded, and textbooks should be analyzed from the perspective of social diversity. It is essential to recognize the absence of other minority groups as well, and the presence of stereotypical information related to them in textbooks. These investigations are important from multiple perspectives. Firstly, it directs the attention of textbook publishers and editors to these inadequate contents, prompting possible elimination. Secondly, it draws the attention of teachers to these contents, providing an opportunity for discussion and critical examination with the students.

In relation to examine the impact of textbook content on students' attitude, it would be interesting to investigate whether the same textbooks texts carrying stereotypical content have a similar effect on students' attitudes when the teacher, with whom they process the content, draws their attention to the stereotypical information and initiates a discussion on the topic. This would answer the question of whether, in cases where students are not merely passive recipients of textbook content, the impact of stereotypical information on student attitudes can be counteracted by teacher support.

Research on culturally responsive pedagogy also outlines a number of future research opportunities. First, further research is required to investigate the elements that contribute to effective teacher education for culturally relevant pedagogy, especially beyond the United States. With global societies becoming increasingly diverse, classrooms reflect this diversity. Therefore, there is a growing need for culturally responsive teaching approaches to empower educators

worldwide to support the academic advancement of all students at the appropriate level. Additionally, there is a need for more robust study designs to assess the effectiveness of interventions aimed at enhancing the knowledge, skills, and attitudes of pre-service teachers in the context of culturally responsive pedagogy. Employing a control group experimental design is crucial for accurately measuring the interventions' impact, and it is equally important to assess any changes over extended periods. Thirdly, there is a need for research that assesses the effectiveness of individual components within interventions to determine the optimal strategies for specific contexts and individuals. Fourthly, it is crucial to explore the sociodemographic characteristics of the study sample to investigate potential variations in the effectiveness of training across different groups, such as age, gender, social class, ethnocultural status, and geographical location. Finally, further research is essential to investigate how pre-service teachers apply the culturally relevant pedagogical knowledge, skills, and attitudes gained during their training when faced with the challenges of student diversity in authentic school settings.

General Conclusion

The five studies presented in the dissertation examined certain aspects of inclusive education. In the first three studies, we examined the perspectives of curriculum and textbook content in relation to the inclusive principles, especially focusing on the representation of individuals with disabilities in the textbooks.

In the three curricula we have studied (Finnish, Hungarian and Irish), the principles of inclusive education are present in different emphases and perspectives, and there are significant differences in the approach and dimensions of social and student diversity. The perspective of the Hungarian NCC is strongly nation-bound, and its approach to multiculturalism is superficial. The Irish NCC also has some nation-bound features, but it already incorporates a global perspective. The Finnish NCC goes beyond the nation-bound approach and emphasises social and learning diversity as a characteristic element, intrinsic value and resource of society. The three curricula, therefore, incorporate the principles of multiculturalism in different ways and to varying extents. As a result, they contribute differently to the successful inclusion of all learners in the educational process and to fostering a perspective where students can see social diversity as a value and part of themselves and thus becoming members of a global society.

The overall findings of our studies on the textbook's content show that people with disabilities were underrepresented in the reviewed textbooks. The disability-related content of the images and texts in the examined textbooks was distorted, as it failed to represent a wide range of disabilities. Moreover, the examined textbooks typically depicted people with disabilities in a stereotypical manner—for example, as people needing help, as burdens on society, as people incapable of independent activity, as evil individuals with disabilities, or as inspirational heroes. Such portrayals are of particular concern as they were not balanced by images of people with disabilities engaged in everyday activities or in non-stereotypical roles. The examined textbooks contained few depictions of people with disabilities in stereotype-free, inclusive environments, and people with disabilities were seldom shown in everyday situations with their families and friends. The overrepresentation of both negative stereotypes and heroic figures presents unrealistic standards that may be used by the students reading the textbooks, including people with disabilities themselves, to make irrelevant judgements.

Our results draw attention to the fact that the disability-related content of the examined textbooks is not inclusive as it contains several stereotypical representations. Textbooks of this kind, with an exclusive, unidimensional depiction of disability, are unable to promote acceptance of people with disabilities, instead reinforcing prejudices and hindering the achievement of educational and social inclusion.

In the fourth study embedded in the dissertation, we investigated the impact of representations of disability in textbook content containing negative stereotypes on the perceptions and attitudes of 8-10-year-old students towards individuals with disabilities. Our research confirmed previous assumptions that textbook content containing negative stereotypes negatively influences students' attitudes towards people with disabilities (Quayson, 2007; Deckman et al., 2020). Therefore, it is crucial to place significant emphasis on the inclusiveness of textbook content to ensure that it does not reinforce students' stereotypes, prejudices, and fears but rather provides balanced information to help in understanding, acceptance, and respect for individuals with disabilities.

However, during the processing of the curriculum, student-teacher interactions occur in the learning process. Therefore, the role of the teacher becomes crucial, for example, in recognizing and critically analyzing stereotypical content present in textbooks. Nevertheless, for teachers to develop the capability to do this, teacher training should provide pre-service teachers with

opportunities to enhance their competencies related to inclusive and culturally responsive pedagogy. Our fifth study aimed to enhance comprehension of effective culturally responsive pedagogy training in teacher education. This was achieved by synthesizing the shared components of interventions that assist pre-service teachers in gaining the knowledge, skills, and attitudes essential for effective teaching in classrooms with culturally diverse students. Overall, the studies under review indicate potential evidence supporting the effectiveness of teacher education programs in enhancing pre-service teachers' knowledge, skills, and attitudes related to culturally responsive pedagogy. Similar to findings in other studies (Gay, 2010; Severiens et al., 2013), the outcomes of the current research suggest that a multitude of factors may play a crucial role in the development of culturally responsive pedagogy. The findings indicate that many teacher education programs are successful in developing individual components. However, given the complexity of culturally responsive pedagogy, the most effective programs may be those that integrate the culturally responsive pedagogy approach comprehensively throughout the entire teacher education curriculum. This enables pre-service teachers to develop the competencies essential for culturally responsive pedagogy throughout their teacher training and help them to integrate these elements into their professional subjects to become integral components of their future pedagogical thinking and practice.

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