INVESTIGATING THE OPINIONS OF PRE-SERVICE AND IN-SERVICE
ENGLISH LANGUAGE TEACHERS ON INCLUSIVE EDUCATION

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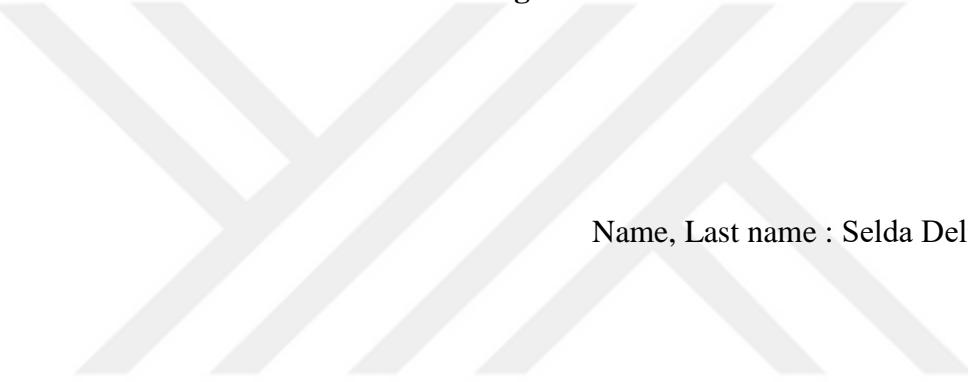
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ABSTRACT

INVESTIGATING THE OPINIONS OF PRE-SERVICE AND IN-SERVICE ENGLISH
LANGUAGE TEACHERS ON INCLUSIVE EDUCATION

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Inclusive education (IE) is the only way to educate all students. Inclusion in all educational institutions is necessary for equality in education. Teachers, students, parents, and schools must be informed and willing to adopt IE. Policies and laws should also encourage shareholders and provide means and resources for inclusive education. Finally, as ELT involves unique strategies, resources, and tools for students with special needs, in-service and pre-service instructors' attitudes, beliefs, and expertise are crucial for inclusive education in EFL classrooms. This study examined EFL pre-service and in-service teachers' views on IE.

A mixed-methods research design was utilized to perceive the perspectives of pre-service and in-service teachers on IE. Following the collection of responses from 44 participants using a 3-Likert scale questionnaire, 10 volunteers were interviewed using a semi-structured format to elicit participants' detailed perspectives. By integrating qualitative and quantitative research, the

researcher aimed to gather information that would supplement the statistical data with real-world examples.

The results indicated that pre-service and in-service instructors generally support IE, although some opposed including special needs pupils. Unlike pre-service teachers, some in-service instructors were hesitant to have students with special needs in their classrooms due to unfavorable attitudes and poor support from parents and management. Most participants supported inclusive education but stressed the need for faculty, administrative, and policy support, training, and instruction.

This study showed that while pre-service and in-service instructors are supported in education and experience, other stakeholders should be educated and provided with policies, physical circumstances, and equipment for a better and more equitable education.

Keywords: Inclusive Education, Pre-service Teachers, In-service Teachers, EFL, Teacher Attitude.

ÖZET

HİZMET ÖNCESİ VE HİZMET İÇİNDEKİ İNGİLİZCE DİL ÖĞRETMENLERİNİN KAPSAYICI EĞİTİM HAKKINDAKİ FİKİRLERİNİN ARAŞTIRILMASI

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Tez Yöneticisi: . Belgin Elmas

Ağustos, 2023

Kapsayıcı eğitim, tüm öğrencileri eğitmenin tek yoludur. Eğitimde eşitlik için tüm eğitim kurumlarında kapsayıcılık olması gereklidir. Öğretmenler, öğrenciler, ebeveynler ve okullar kapsayıcı eğitim üzerine bilgilendirilmelidir. Politikalar ve kanunlar ayrıca paydaşları teşvik etmelidir ve kapsayıcı eğitim için araç ve kaynaklar sağlanmalıdır. Son olarak, İngiliz Dili Eğitimi (ELT), özel ihtiyaçları olan öğrenciler için alana özgü stratejiler, kaynaklar ve araçlar içerdiğinden, hizmet içi ve hizmet öncesi eğitmenlerin tutumları, inançları ve uzmanlığı İngilizce eğitimi (EFL) sınıflarında kapsayıcı eğitim için çok önemlidir. Bu çalışmada hizmet öncesi ve hizmet içi EFL öğretmenlerin kapsayıcı eğitim hakkındaki görüşleri incelendi.

Kapsayıcı eğitim üzerine hizmet öncesi ve hizmet içi öğretmenlerin bakış açılarını algılamak için karma yöntem araştırma tasarımı kullanıldı. 44 katılımcıdan 3-Likert ölçekli bir anket kullanılarak yanıtlar toplandıktan sonra, katılımcıların ayrıntılı bakış açılarını ortaya çıkarmak için

10 gönüllüyle yarı yapılandırılmış görüşmeler yapıldı. Bu iki yöntemi entegre ederek, araştırmacı, sayısal bulguları gerçek deneyimlerle tamamlayacak bilgileri toplamayı amaçladı.

Araştırma sonuçlarına göre hizmet öncesi ve hizmet içi eğitmenler genellikle kapsayıcılığı destekledikleri, ancak bazılarının bu konuda çekinceleri olduğu görülmüştür. Hizmet öncesi öğretmenlerin aksine, bazı hizmet içi eğitmenler, ebeveynler ve okul yönetimlerinin olumsuz tutumları ve zayıf desteği nedeniyle sınıflarında engelli öğrencilerin olması konusunda tereddüt ettikleri anlaşıldı. Katılımcıların çoğu kapsayıcı eğitimi desteklemekteydi, ancak fakülte, idari ve politika desteği, eğitim ve öğretim ihtiyacını vurguladılar.

Bu çalışma, hizmet öncesi ve hizmet içi eğitmenlerin eğitim ve deneyimde desteklenmesinin yanında, daha iyi ve daha adil bir eğitim için politikalar üretilmesi, diğer paydaşlar için de gerekli fiziksel koşulların ve ekipmanların sağlanması gerektiğini ortaya koymaktadır.

Anahtar Kelimeler: Kapsayıcı Eğitim, Hizmet Öncesi Öğretmen, Hizmet içi Öğretmen, İngiliz Dili Eğitimi, Öğretmen Tutumu

ACKNOWLEDGMENTS

To all students…

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LIST OF ABBREVIATIONS

IE   Inclusive Education

ELT   English Language Teaching Department

TAIS   Teachers' Attitudes towards Inclusive Education Scale

EFL   English as a Foreign Language

SEN   Special Education Needs

PST   Pre-service teacher

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Inclusive education (IE) was defined as accepting all differences and diversity among children and young people and designing a system that can be tailored to address individual differences (UNESCO, 1994). To reach inclusiveness in education, all stakeholders should be aware of the principles of IE and follow their duties accordingly (Booth, 2005). Regulations were made all over the world to implement and sustain inclusive education (Francisco et al., 2020). However, there seems to be a long way to go to achieve inclusiveness in and out of schools around the world.

Pre-service teachers' attitudes and concerns play a significant role in terms of the implementation of IE. As long as they are equipped with the necessary information and practices in real classrooms, they feel more confident and positive about IE (Sharma et al. 2008; Rusznyak & Walton, 2016). Besides, training pre-service teachers (PSTs) for preparing materials and practices for students with special educational needs (SEN) showed a significant change in PSTs' attitudes toward IE (Griful-Freixenet et al., 2021; Ritter et al., 2019; Belda-Medina, 2021). Thus, PST education, practicum, and courses designed for inclusive education are important components to creating a positive attitude of PSTs toward IE.

Similarly, in-service teachers are also in need of certain guidance and support when inclusive education is considered. With their positive attitude, self-adequacy, and experience, IE implementation becomes much more straightforward and effortless because in-service teachers are the ones who can create and continue IE classrooms when they are provided with enough sources, training, and encouragement (Pokrivčáková, 2018). Yet, many in-service teachers may not feel adequate in inclusive classrooms, the reasons for which vary from a lack of training, and knowledge to inadequate support from schools and other stakeholders. Policy making, implementation of policies, and supervision are key points in terms of raising awareness and supporting in-service teachers in IE (HOADJLI & LATRACHE, 2020).

The concept of IE was mainly focused on preschool and young children's education (UNESCO, 1994). However, in the English as a Foreign Language (EFL) context, especially in countries where English is a foreign language, implementation of IE becomes a more challenging task. One of the first and foremost challenges that emerge in inclusive EFL classes is the attitude of pre-service and in-service teachers. Despite many efforts for setting up policies for IE, pre-service and in-service teachers are the first people who face the realities of IE in their classes. Thus, their attitudes, concerns, and beliefs are the most distinct indicator of the success of an inclusive curriculum. That is why, the perspectives of PSTs and in-service teachers are significant for EFL teaching in the IE context.

1.2. Statement of the problem

The purpose of English Language Teaching (ELT) departments is to train EFL teachers who can teach different skills while addressing various issues in a language classroom. By their nature, EFL classrooms include different types of approaches and methods for language learning. To have an interactive language classroom, certain activities and methods should include physical, mental, and emotional aspects. Therefore, they might not be suitable for an inclusive classroom, and this might result in losing students with special educational needs. The attitudes, concerns, and beliefs of teachers play a vast role in terms of making a language classroom inclusive and diverse enough for all differently skilled students. When teachers are aware enough with the necessities of an inclusive classroom, education will be fair for all students as this is the one of the main purposes of teaching. Briefly, the perspectives of teachers, pre-service and in-service, should be investigated to achieve inclusiveness in EFL classrooms.

1.3. Purpose of the study

This study aims at finding pre-service and in-service teachers' attitudes, beliefs, and concerns toward inclusive education in the EFL context. As known, inclusive education has been one of the sustainable development goals of the United Nations as well as the significance of teacher training on inclusive education was emphasized by UNESCO in the Framework for Action on Special Needs Education during World Conference Special Education (1994). Thus, this study will investigate pre-service and

in-service teachers' attitudes toward inclusive education to create a better framework to understand how efficient the teachers feel during and after their studies in the Department of English Language Education at TED University. The research questions are as follows:

1.   What are the opinions of pre-service teachers towards inclusive education?

    a.   What are the attitudes of pre-service teachers about the roles of schools in inclusive education?

    b.   What are the concerns and anxieties of pre-service teachers towards inclusive education?

    c.   What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?

2.   What are the opinions of in-service teachers towards inclusive education?

    a.   What are the attitudes of in-service teachers about the roles of schools in inclusive education?

    b.   What are the concerns and anxieties of in-service teachers towards inclusive education?

    c.   What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?

3. Is there any significant difference between pre-service and in-service EFL teachers in their attitudes about the purpose of schools, concerns, and anxieties towards inclusive education, and personal beliefs and attitudes towards inclusive education?

4. What is the perception of pre-service and in-service EFL teachers about teaching certain skills in inclusive education?

1.4. Significance of the study

The significance of this study lies in its capacity to improve our understanding of inclusive education and its implementation among pre-service teachers and in-service teachers in ELT. The literature is replete with studies which display various

implementations and policies of inclusive education; however, despite the observed benefits of better practices in inclusive education, the literature also shows that in EFL classrooms, these implementations cannot be said as common (Acuña & Cárdenas, 2017; Villafuerte-Holquin & Mosquera, 2020). In the EFL context during both pre-service education and in-service training, research seems to have a lack of the perception of these two groups. In this sense, this study with its focus on these two distinct groups intends to provide better insight into the policies about inclusive education and practices needed. The research focuses on pre-service and in-service teachers' attitudes as this is the first step to understand the scope of policies and how adequately they are implemented in real life.

1.5. Limitations of the study

Although this study was carefully designed, several shortcomings should be acknowledged. First of all, the present study employed an explanatory mixed-method design that incorporated both qualitative and quantitative data collection and analysis methods. The meaning that was constructed was unique to the perspectives of the participants of the study in a specific setting and at a specific time that began with the commencement of the 2022 Spring Semester and terminated in June 2022. Given the contextual specificity inherent in this explanatory mixed-method research, it must be acknowledged that the conclusions drawn from this particular study cannot be generalized or applied to other educational contexts or populations. Nevertheless, the profound significance of the detailed and comprehensive analysis conducted in this research, and its potential to inform and inspire further inquiry, should not be underestimated.

Furthermore, it should be noted that participants in this study, which served as the foundational pillars of the data collection process, were recruited on a voluntary basis. Therefore, the study was conducted with a limited number of participants.

In conclusion, while this study has several acknowledged shortcomings, it has provided valuable insights into the attitudes of pre-service and in-service teachers in the ELT context. The research design, incorporating both qualitative and quantitative methods, allowed for a comprehensive analysis that considered the perspectives of the

participants. However, it is important to recognize the contextual specificity of this study, limiting the generalizability of its conclusions to other educational contexts or populations.

1.6. Definition of the terms

The subsequent definitions are presented to provide readers with an understanding of the terminology used throughout the study and ensure that there is no ambiguity or confusion regarding their meanings.

Inclusive education: "Inclusive education implies starting with children and young people as they are in all their diversity and then designing a system which is flexible enough to be responsive to individual differences." (UNESCO, 1994, p. 40)

Pre-service teachers: In this study, pre-service teachers are referred to as ELT department students in their 4th year and having a practicum.

In-service teachers: In this study, in-service teachers are EFL teachers who have been teaching for a maximum of five years.

Children with special needs (SEN): Children with special educational needs include:

- those who are currently enrolled in primary school but for various reasons do not progress adequately,
- those who are currently not enrolled in primary schools but who could be enrolled if the schools were more responsive, and the relatively smaller group of children with more severe physical, mental, or multiple impairments who have complex special educational needs that are not being met. (UNESCO, 1994, p. 23)

Perception, Attitude, and Concern: These terms are significant for the research questions of this study. They may seem similar to each other in other contexts, but each of them means a diffirent aspect of the topic in this study.

Attitude is used to understand general tendency of participants towards inclusive education. How they feel, how much they know about inclusive education, and their ideas about other stakeholders includes the attitude part of the study. It was used

interchangeably with the term perception. Therefore, they should be considered similar in meaning.

Concern is used to understand participants' anxieties towards being a student and also teacher in an inclusive classroom. This term also defines their positive or negative attitude towards IE.

Coding: "The specification of categories in content analysis research. It may be done ahead of time or emerge from familiarity with the raw data." (Fraenkel et. al., 2012, p. glossary1)

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

This chapter provides an overview of the concept and historical background of inclusive education, as well as highlights the significance and benefits of implementing inclusive education practices in mainstream schools. Furthermore, there is a body of research that examined the benefits and difficulties associated with implementing inclusive education in EFL.

The present study aimed to investigate and present insights into the opinions of pre-service and in-service teachers on inclusive education within EFL. Furthermore, the researcher incorporated investigations into the impact of inclusive education within an EFL setting on the development of students' language proficiency.

2.2. Inclusive Education

The concept of inclusive education has been subject to multiple definitions and is likely to continue to be expounded upon in the future. The World Conference on Special Needs Education held in Salamanca in 1994 was credited with providing the earliest and most accurate definition of the subject. As per the report, "inclusive education implies starting with children and young people as they are in all their diversity and then designing a system which is flexible enough to be responsive to individual differences." (UNESCO, 1994, p. 40). Despite the absence of an explicit declaration of inclusive education, the Dakar Framework (UNESCO, 2000) unambiguously employs the phrase "education for all" to denote inclusive education. Finally, the Convention on the Rights of Persons with Disabilities (United Nations, 2006) introduced the framework for inclusion in education. Inclusion that was described in the report contained all children and people of all ages, sexes, races, and ethnicities. Besides, people with any kind of disability are mentioned within this group (United Nations, 2006). Similarly, Dyson et al. (2002) also described inclusive education as being about: "The participation of students in key aspects of their schools: their cultures, that is their shared sets of values and expectations; their curricula, that

is the learning experiences on offer; and their communities, that is the sets of relationships they sustain"(p. 12). Shortly, inclusive education is not only about the school environment, it is also about any person, place, or situation for a student with special needs.

2.2.1. Theoretical Background

While the notion of inclusion in education as a fundamental human right is not novel, a seminal report on the subject was produced during the World Conference on Special Needs Education held in Salamanca (UNESCO, 1994). As the report started by stating the need for shareholders, including governments, parents, communities, the international community, and non-governmental organizations, the purposes of the conference were listed as:

- present new thinking on learning difficulties and disabilities and the relationship between special educational provision and general school reform
- review recent developments in the provision for children and young people with special educational needs.
- highlight breakthroughs and significant experiences in key areas such as legislation, curriculum, pedagogy, school organization, teacher education, and community participation.
- provide a forum for sharing experiences at international, regional, and bilateral levels and an opportunity for negotiating ongoing collaboration. (UNESCO, 1994, p.21).

After the World Conference of Special Needs Education in Salamanca report, many other conferences about inclusive education were held (UNESCO, 2000 and 2001) (United Nations, 2006). They all had similar purposes for inclusive education. One of the recent reports that focused on inclusion and education for all was the Sustainable Development Goals (SDG) prepared and agreed upon by 193 states in the United Nations (Sustainable Development Goals (SDGs) and Disability | Division for Inclusive Social Development (DISD), n.d.). 17 goals were set to achieve development throughout the world. Goal number four was about inclusive education, and the purposes were listed as follows:

- Ensure inclusive and quality education for all.
- Promote lifelong learning.
- Eliminate gender disparities in education.
- Ensure that all girls and boys have access to quality early childhood development and care.
- Ensure equal access to all levels of education for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. (Sustainable Development Goals Online | Taylor & Francis eBooks, Refere, n.d.)

As can be inferred from the list of goals in both reports, achieving inclusive education requires treating all differences as equal and preparing the basis for all to get an equal and fair education. Even though these reports are more than 20 years apart, the goals for inclusive education have not changed considerably. Besides, SDG Number 4 is more comprehensive as all children, young people, and also all genders were specifically mentioned in it.

When the concept of inclusive education was coined and mentioned, many researchers investigated the issue in various aspects. The proposition put forth by Corbett (1999) posited that educational institutions must exhibit tactics that safeguard, foster, and motivate their most susceptible constituents to qualify as "efficient." Allan (2014), on the other hand, took the issue from the perspective of art education. The author asserted the necessity of embracing different perspectives regarding inclusive education and evaluated the capacity of the arts to cultivate involvement and civic activism (Allan, 2014). Also, Booth (2005), who worked for the implementation of inclusive education throughout his career, mentioned that the challenging process of connecting inclusive principles to practical implementation sustained a means of enacting alternative approaches.

One other aspect of inclusive education is its obvious difference from special education. Special education and inclusive education were used interchangeably before a clearer definition of inclusive education. Special education was described by Francisco et al. (2020) as an educational approach that was customized to cater to the unique learning requirements of individuals with disabilities, irrespective of the setting

in which the instruction is delivered, be it a classroom, home, or hospital. To cater to the unique educational needs of SEN students, Winzer (1993) claimed that individuals with disabilities should be kept separate from "normal" people and should not be permitted to procreate when the first special education programs were designed (as cited in Francisco et al., 2020, p. 3). These kinds of claims led to the separation and implementation of special education for students with disabilities. Even though children with special needs were acknowledged by many states starting in the 1900s, they were not accepted into mainstream schools until the 1940s (Francisco et al., 2020). In the 1940s, parents and educators created advocacy groups to be included in mainstream educational institutions (Francisco et al., 2020). During this time, disabilities were related to genetics, and children with disabilities were considered unteachable despite special education (Francisco et al., 2020). To respond to the educational needs of students with disabilities, Francisco et al. (2020) suggested inclusive education to provide equal access to effective educational services for all pupils, including those with severe disabilities. This included the provision of additional aides and support services, as necessary. The goal of inclusive education was to ensure that all students in their neighborhood schools had access to age-appropriate general education courses (Francisco et al., 2020). The ultimate objective of inclusive education was to prepare all students, regardless of ability, for productive careers as contributing members of society (Francisco et al., 2020).

As an be easily understood from these descriptions and approaches, there is a distinct difference between inclusive and special education. While both approaches aim to teach children with special needs, the students can only be provided with appropriate and necessary tools in inclusive education. In special education, pupils can get some kind of education, but this is done by separating them from other students, which reduces their opportunity to socialize and be a part of the communities they live in. Therefore, special education is not an option when there are inclusive practices in mainstream schools. Research clearly showed that students with disabilities could develop easily around their peers in inclusive classrooms (Justice et al., 2014).

In conclusion, the concept of inclusiveness and inclusive education as a whole is a necessary instrument in the twenty-first century, as it is the only way to provide a fair

and just education to all groups of students with special needs. Even though the necessity of inclusive practices cannot be disregarded, the global implementation of such a strategy could pose some challenges for governments and educational systems.

2.2.2. Empirical Studies on Inclusive Education

After inclusive education was described and stakeholders' attention was drawn to the subject, many researchers studied the implementation, challenges, and application of IE. The initial samples of such research focused on the broader meaning and various aspects of the term (Artiles et al. 2006; Dyson, Howes, and Roberts 2002; Katz and Mirenda 2002a, 2002b; Nakken and Pijl 2002; Nind et al. 2004; Rix et al. 2006; Salend and Duhaney 1999).

One of the aspects that should be regarded about IE was the interaction patterns between and among students with and without SEN. A literature review study conducted by Naken&Pijl (2002) demonstrated the interaction patterns and success of students with and without disabilities in the inclusive education context. They reviewed 65 publications about interactions in inclusive education. The results varied in terms of interaction patterns, time, and types of disabilities. They concluded that placing students with special needs in separate institutions limited social interaction, but the effects of integration on social relationships were uncertain. The limitation of the study was a lack of knowledge about enhancing support for the inclusion of students with SEN in regular classrooms, so additional research was required to understand the effects of integration in an inclusive context. Considering interaction patterns, another pattern that was studied was between teachers and students (Rix et al., 2006). According to the researchers, the interaction between teachers and students should be worked on by teachers by inviting and building on students' responses and creating a friendly classroom environment (Rix et al., 2006).

One other aspect that was studied by many in inclusive education was the attitudes of stakeholders in an educational environment. A comprehensive study conducted by Rix et al. (2006) analyzed the attitudes and purposes of other stakeholders in an inclusive context as well as interaction patterns between peers, and teachers and students. According to the results of the study, effective teaching approaches were still not

created, and teachers needed more training and professional development support (Rix et al., 2006). According to Rix et al. (2006), stakeholders should create policies that would encourage teachers to the implementation of effective pedagogical approaches in an inclusive setting. Additionally, the schools, one of those who are part of the educational stakeholders, needed to emphasize higher-order interaction and create a learning environment that was open to dialogue. Another comprehensive study by Dyson et al. (2002) also searched inclusive practices in general, and how they reflect in school-level practices. Even though the results did not show a definite answer for the relationship between inclusion and teaching practices, it was clear that with an open mind and positive attitude towards inclusion, stakeholders, including all personnel at school, could grow an environment that could lead to an opportunity for communication and learning for students with and without SEN.

Considering the role and attitudes of shareholders, one of the most important members of this group is parents. The literature review conducted for parents' attitudes showed that the parents with and without disabled pupils were positive towards inclusive education in general (de Boer et al., 2010). The results of the study showed that most parents of special children were positive towards IE and preferred their kids to be in an inclusive context. However, parents of children with behavioral and cognitive difficulties were more concerned about inclusion (de Boer et al., 2010). They were essentially worried about the emotional development of their children. Besides, parents with typically developing children saw the societal value of inclusion and supported inclusive education. Although there might be some concerns and reservations of parents with special needs children, the general attitude seemed positive from parents' point of view, which could help the implementation of inclusive education for other stakeholders including educators while promoting a helpful environment and changing the attitudes of peers towards each other (de Boer et al., 2010).

While there were studies on interaction, there were also some other studies that focused on how inclusive education can affect the academic achievement of students with and without disabilities, their attitudes towards each other, and their concerns about being in an inclusive classroom. A study conducted by Salend and Duhaney (1999) showed

three main points in terms of these themes. Considering academic performance, placing non-disabled kids in inclusive classrooms did not hurt their grades, and also instructional time, interruptions, achievement test scores, and report card grades remained unaffected (Salend & Duhaney, 1999). Regarding attitudes, the researchers concluded that non-disabled students were supportive of inclusion, and they claimed it benefited them. They adopted behaviors such as higher acceptance, understanding, and tolerance of individual differences, greater knowledge, and sensitivity to the needs of others. Besides, they had more opportunities to form alliances with kids with disabilities (Salend & Duhaney, 1999). Likewise, Van Mieghem et al. (2018) found that the attitude of teachers, parents, and kids without SEN towards IE was positive. Furthermore, positive social contact, acceptance, and friendships with their classmates improved the social involvement of SEN kids in regular education (Van Mieghem et al., 2018). The last and only negative conclusion drawn from the study was some reservations about some students without SEN held in the classroom (Salend & Duhaney, 1999). Salend and Duhaney (1999) associated the root of these reservations with the communication, physical, and behavioral issues of some students with SEN in the classroom. One way to overcome such a challenge was suggested by Katz (1023). In the Universal Design for Learning (UDL) model introduced by Katz (2013), pupils with disabilities were less concerned and more interactive with their peers without disabilities.

Katz (2013) introduced the Universal Design for Learning (UDL) as an approach that was accessible and provided easy participation and improvement in general education for all learners. Namely, UDL is an approach that is effective and beneficial in inclusive education. The three dimensions of it were social and emotional learning, inclusive instructional practice, and systems and structures. Katz (2013) emphasized the importance of an integrated curriculum and longer blocks of teaching time on the side. Even though the research was limited, the results were obvious. The study was observational, and there was no intervention during the study, but the results clearly showed that all students were positively engaged in an inclusive classroom with an integrated curriculum. It was also observed that the achievement and social engagement of students improved quite distinctly (Katz, 2013). This study indicated

that an integrated curriculum, which was designed for students with and without disabilities, could benefit them academically and socially.

Another influential study in the literature was conducted in Ukraine, and other former Soviet countries demonstrated the implementation of inclusive education widely, and the study aimed to understand these countries' places all over the world in terms of the implementation of inclusive education (Budnyk & Sydoriv, 2019). The study focused on both theoretical and practical aspects of implementing inclusive education, such as effective pedagogical cooperation between schools and families of students with special educational needs (SEN) and experimental modes of work with parents at inclusive schools. According to the results, implementing inclusive education required taking into account a variety of factors influenced by the socioeconomic and educational environment of each country or region, including available educational resources, cultural aspects, and student and family characteristics. According to the study, each nation had to create its own path to inclusion based on its societal values, education laws, and available classroom resources (Budnyk & Sydoriv, 2019). Overcoming stereotypes, identifying and addressing the social and personal issues of students with disabilities, creating a welcoming educational environment, providing social and pedagogical support for parents, working with gifted children, organizing inclusive leisure activities, promoting social and pedagogical cooperation, adapting educational support, and promoting a pedagogy of tolerance also positively affected the implementation of inclusion (Budnyk & Sydoriv, 2019). The initiative "Without Borders: Sustaining and Supporting an Inclusive Education Learning Community" in Ukraine sought to establish a dynamic inclusive education community, a national consortium of universities committed to inclusive education, and showcase sites for inclusive practices (Budnyk & Sydoriv, 2019). The researchers believed that by including individuals with disabilities in society, they contributed to the preparation of preschoolers and schoolchildren for a prosperous future.

To conclude, inclusive education has many different aspects to consider and implement. Despite some concerns held by various stakeholders, IE could benefit not only students with or without disabilities but also all other stakeholders, and it can improve teaching practices.

2.2.3. Empirical Studies in EFL/ESL Context

As mentioned earlier, IE was studied for a long time in various aspects of mainstream schooling. However, when the hegemonic role of EFL is considered, EFL/ESL classrooms should be taken into consideration separately in terms of inclusion. As EFL is not only about language skills but also learning and practicing the culture of the target language, it creates the necessity of studying inclusive education in EFL classrooms. To address this gap, some studies were carried out by researchers (Acuña & Cárdenas, 2017; Mosquera et al., 2018; Chan & Lo, 2016; Villafuerte-Holquin & Mosquera, 2020; Belda-Medina, 2021; Benko & Martinović, 2021). These studies ranged from educational policies and curriculum design to teacher education and the attitudes of various stakeholders.

Setting up inclusive education policies and their implementation play a huge role in creating compatible curricula. To that end, Acuña and Cárdenas (2017) conducted a study in Colombia to investigate the integration of inclusive education into the curriculum of English Language Teaching (ELT), with a particular emphasis on the policies. According to Acuña and Cárdenas (2017), inclusion in ELT entails recognizing local contexts and needs, local values, recognizing the right to be distinct and have equal access to quality education, and understanding the individual learning paces, desires, and needs of students. Inclusive ELT classrooms should address teaching realities, empower students to surmount barriers, and be guided by principles such as collaborative work, individual guidance, blended learning, a multicultural approach, and establishing the classroom as a gathering space. With this description of IE in ELT, two policies, which were the National Bilingualism Programme (NBP) and Standards in ELT, were chosen to conduct a documentary analysis and see the differences between the policies and the implementation of IE in EFL classes. Through the instruments and methodology chosen, the researchers were able to reach some clear results in terms of the implementation of inclusive education in EFL classrooms. To discuss the implementation of inclusion in ELT, the researchers suggested that the sources of exclusion, which "emerge from linguistic and educative policies as well as those which emerge from the inequality in social conditions" (Acuña & Cárdenas, 2017, p. 134), should be identified. They concluded that inclusive classrooms should

appreciate diversity, promote interaction and knowledge construction, and facilitate students' academic success. Important aspects of promoting inclusion in ELT include the efforts of educators to create opportunities, facilitate mutual aid, and construct meaning and knowledge (Acuña & Cárdenas, 2017).

Another study in Colombia by Mosquera et al. (2018) examined the pedagogical approaches to the incorporation of English language learners (ELL) with disabilities in English instruction and state educational policies in the country. The objective was to identify the implications of inclusive education in the ELT context. The study suggested the need for additional research, including proposals for inclusive pedagogical interventions, initiatives to reduce exclusion factors in marginalized populations, an analysis of inclusive pedagogical practices, and research to incorporate local expertise in the planning of public policies (Mosquera et al., 2018). As mentioned earlier (Acuña & Cárdenas, 2017), there was exclusion in EFL classes, and the need for inclusive pedagogical practices was emphasized (Mosquera et al., 2018). While planning this, the researchers suggested making use of local expertise to make IE a reality in practice in Colombia.

Regarding the implementation of IE practices in ELT, another aspect was teacher education and training. Chan and Lo (2016) conducted a small-scale reflective inquiry to find three primary school EFL teachers' personalities as practitioners. Although it was a small-scale study, it provided enough insight into Hong Kong schools and their approach toward inclusive education. Despite their personal resourcefulness and motivation, the EFL teachers were not regarded as professionals in terms of IE. Besides, the disregarded group of students continued to be from ethnic minority groups (Chan & Lo, 2016). One of the promising results was cooperation between and among EFL teachers for the implementation of IE practices. Therefore, Chan and Lo (2016) suggested continuing cooperation and co-inquiry to develop practices for better implementation of IE in the EFL context.

Regarding the practices in higher education, a study that was significant in terms of comparing inclusive policies and various stakeholders was conducted by Villafuerte-Holquin and Mosquera (2020). With a documentary review, the researchers found that the policies in Ecuador were in place. They also conducted interviews with various

participants in this research, including the director of a university Foreign Language Centre, three Manabi University professors, five elementary EFL teachers, and five secondary EFL teachers, who all voluntarily accepted the invitation to participate and serve as key informants due to their work experience and knowledge of EFL teaching in Ecuador in inclusive context. Even though EFL instruction allowed disabled students to learn the language, practice fluency, and access global social, educational, and cultural experiences using educational technology, the policies in Ecuador were not easy to achieve (Villafuerte-Holquin & Mosquera, 2020). Another challenge in EFL classrooms seemed to be "the application of curricular adaptations, and develop teaching materials that respond more efficiently and effectively to the learners' special educational needs" (Villafuerte-Holquin & Mosquera, 2020). Although there were similar challenges, such as physical and mental disabilities, in other courses, there were some promising EFL-specific results. Early stimulation and initial education made inclusion easier in EFL classes. These results demonstrated the need for inclusive EFL teaching practices, assistance, and resources for all learners, including those with disabilities (Villafuerte-Holquin & Mosquera, 2020).

Regarding the importance of educational technology, as mentioned earlier, digital storytelling (DST) was one of the methods considered for EFL teaching in IE, especially from the constructivist perspective. Belda-Medina (2021) combined DST and the inclusive education approach to find out if this method would be effective in the field and if pre-service teachers could make productive use of it in inclusive EFL classrooms. Teacher candidates in the ELT department created Digital Storytelling Tasks (DSTs) to assess their digital skills, inclusiveness, and diversity. Participants in the study were given a pretest to evaluate their awareness of IE. Then, they used ethnic and cultural diversity and diverse physical conditions in their characters to build 46 inclusive DSTs. After the application of these tasks in inclusive EFL classes, discussion, and peer feedback sessions were held, and finally a posttest was applied to understand if the awareness of participants was raised in terms of inclusion. The results of the study showed that participants were open to using educational technology for inclusive purposes (Belda-Medina, 2021). Despite some participants' difficulty in creating children's stories with appropriate themes or characters, almost all agreed that more inclusive and diverse stories were needed for IE. DST improved student

involvement, enjoyment, and readiness in inclusive classes according to the participants. The research also showed that DST promoted critical thinking, and diversity and its importance in discussion, consent, and personal revelation. The inclusive use of cooperative DSTs in the EFL classroom proved to be effective although more study was needed in various other scenarios (Belda-Medina, 2021).

Finally, peer attitude was another aspect that was studied in terms of IE in the EFL context. Benko and Martinović (2021) investigated instructor attitudes toward teaching students in special education (SEN), SEN students' attitudes towards learning English, and other students' attitudes towards SEN students in EFL classes in their study. The students with and without SEN were also contributors to this study. Briefly, all students were enthusiastic about studying English with their peers, but the program was rigorous and the time constraints might inhibit the classroom participation of SEN students. Despite these negative factors, all students were interactive and collaborative with each other (Benko & Martinović, 2021). The results of the study were similar to the ones, which were held in other educational contexts.

To conclude, EFL classes cannot be separated from the rest of education, but in its nature, there are some other EFL-specific aspects to consider in IE classes. Implementation of policies in EFL classes, teacher education, and training for positive attitudes as well as creating tailored material, and improving peer attitudes towards IE are some issues that should be considered in the EFL context in IE.

2.2.4. Inclusive Education Policies in Turkey

As was the same case for other countries in the world, the Turkish education system followed a similar path in terms of inclusive education. The policies set for students with SEN were prepared for the segregation of such students until the late 1990s. Therefore, the first educational practices for students with special needs started in 1983 with the Children with Special Needs Law (Sucuoğlu et al., 2014), and the regulation on special education services (MoNE, 2018) detailed all the necessary actions that should be taken for special education. However, there was only one item for inclusive education in this report, and it did not detail any specific situations for the implementation of inclusive education. The focus of the report was on special

education, which can be defined as provision. Later on, according to 2011 data (MoNE Statistics: Formal Education 2010-2011), approximately 125,000 children with disabilities were served in inclusive classrooms, of which 100,000 were in elementary and junior high schools, and the remaining 25,000 were educated in regular preschool classrooms. The latest 2022 National Action Plan for Education Practices through Inclusion/Integration (MoNE, 2022) set the standards for inclusive education and created an action plan until 2026. Four main principles that the report focused on were differences/diversity, individual needs, reflective teaching, and cooperation. According to this action plan, four areas will be worked on until 2026, which were access to education and instruction, enhancing the quality of education, improvement in awareness and attitude, and legal regulations. This action plan regulated and created the guidelines for the implementation of IE in Turkey on a large scale.

Inclusive education practices mainly depend on teacher education and teachers' implementation of policies in an inclusive context. Therefore, the policies determined by The Council of Higher Education (CoHE) in Turkey are significant for the implementation of inclusive education. CoHE is responsible for "creating a unified teacher training curriculum for all teacher education programs and for designing a nation-wide assessment called "Public Employees Selection Exam" (KPSS) for the assignment of teachers to public schools" (Toker, 2021, p. 4). With the new regulations in Teacher Training Undergraduate Programs, CoHE (2018) introduced two new elective courses named "Special Education and Inclusion" and "Guidance in Schools" for all teacher candidates to choose from in all education faculties. Besides, by forbidding any changes in the syllabi of these courses and combining them, CoHE (2018) made sure that all pre-service teachers received the same guidance and education in terms of the implementation of IE.

2.3. Inclusive Practises In Pre-Service And In-Service Teacher Education

2.3.1. Pre-Service Teacher Attitudes Towards Inclusive Education

Higher education should acknowledge the growing significance of general instructors in inclusive education and actively incorporate them as a vital component of the inclusive educational environment. Modern teacher training curricula should prioritize

preparing teachers for inclusion, as knowledge of legislation and policy alone is insufficient to alleviate their tension and concerns about having students with disabilities in their classes (Pokrivčáková, 2018). Therefore, the attitudes of pre-service teachers towards IE were one of the research areas for educational experts (Low et al., 2017; Sharma et al., 2008; Rusznyak & Walton, 2016; Siason et al., 2022; Griful-Freixenet et al., 2021; Ritter et al., 2019).

Pre-service teachers' attitudes towards inclusive education were directly related to the teacher education programs. Sharma et al. (2008) researched pre-service teachers' attitudes, concerns, and sentiments in a comprehensive study with 603 participants from Australia, Canada, Hong Kong, and Singapore. This study was considered to be one of the earliest examples which suggested teacher training programs for inclusive education (Low et al., 2017), and it was significant in terms of its comprehensiveness. According to the study, the first and foremost step should be willingness and comfort when interacting with students with SEN. Following this, Sharma et al. (2008) suggested designing teacher education programs according to the needs, concerns, and attitudes of pre-service teachers. It was also emphasized that pre-service teachers should be in systematic and direct contact with SEN students. Finally, learning about local policies and legislation supporting inclusion, and completing assignments related to their concerns were more likely to make pre-service teachers feel positive about including students with disabilities in their classrooms (Sharma et al., 2008)

Another study by Rusznyak and Walton (2016) also focused on teacher education and preparing pre-service teachers for IE context. It is significant in terms of its suggestions for teacher education. The study was about the practicum placement of pre-service teachers and the aim was to find whether pre-service teachers' attitudes and concerns change after being placed in contrasting contexts during practicum. 39 pre-service teachers were placed in different schools and through focus group meetings and reflective journal entries, the change in their attitudes and concerns towards IE were analyzed (Rusznyak & Walton, 2016). While the participants had difficulty in moving from special schools to mainstream schools, they were able to make the necessary changes in their approaches. Adopting different teaching styles for each individual was reported to be another challenge (Rusznyak & Walton, 2016). However, by adjusting

teaching variables like pacing, assignments, and teaching strategies, the participants in the study were able to become more responsive and flexible in their teaching practices. Rusznyak and Walton (2016) emphasized the importance of teacher education as well as making schools inclusive spaces where teachers would be able to embrace inclusive education and confidently utilize inclusive pedagogies. Finally, despite all challenges and inconvenient learning environments, practicum placement may play a tremendous role in the implementation of IE (Rusznyak & Walton, 2016).

Although positive attitudes can be adopted through certain practices and education, there might be some other issues that can create negative attitudes among pre-service teachers towards IE. Siason et al. (2022) in the Philippines conducted large-scale research on the attitudes of pre-service teachers toward IE and concluded that they had negative attitudes toward inclusion. 1561 pre-service teachers were included in the study. Through quantitative research design, the data were collected, tabulated, and analyzed (Siason et al., 2022). The results of the study showed that pre-service teachers had a negative approach towards IE and the researchers claimed that the different curriculum of various universities and their understanding of IE created this negativity. Therefore, it was suggested that special education programs should be founded and a unified policy should be adopted in the Philippines (Siason et al., 2022).

Regarding the challenges pre-service teachers face in an inclusive context, one of the issues was considered to be a lack of self-adequacy. To overcome this issue, Griful-Freixenet et al. (2021) and Ritter et al. (2019) researched some practical methods and solutions in two different studies. One of the concerns of pre-service teachers was tailored materials and methods that could be used and would make pre-service teachers feel adequate in inclusive classrooms. The empirical study (Griful-Freixenet et al., 2021) that was conducted for the implementation of Universal Design for Learning (UDL) and Differentiated Instruction (DI) in IE showed that pre-service teachers might utilize UDL and DI in inclusive classes with ease. UDL was defined as addressing the needs of "learners in margins" in the learning environment (Griful-Freixenet et al., 2021). Even though DI was designed for gifted children, it was a term used to accomplish the different needs of various students, according to the researchers. While Griful-Freixenet et al. (2021) focused on the importance of addressing the needs of

pre-service teachers in inclusive classrooms like Sharma et al. (2008), they also concluded that UDL and DI practices would be one of the most effective tools that pre-service teachers might utilize in inclusive classrooms.

Another method for making pre-service teachers ready for IE was suggested in their qualitative content analysis study by Ritter et al. (2019). The study was conducted with 97 participants from different teaching departments during an elective-compulsory academic course for pre-service teachers. It had three stages to understand any changes in the attitudes of pre-service teachers towards IE, which were preparing concept maps, getting practical educational tips during the course, practicing in real classes with teams, and a reflection and discussion session with the researchers (Ritter et al., 2019). The results of the study demonstrated that pre-service teachers could change their attitudes substantially when they felt that they were equipped with the necessary guidance. The researchers claimed that the results of the study, and reflections of pre-service teachers might be a starting point to create teacher education programs for inclusive education. At that point, it was most important to raise awareness as well as provide certain methods, such as co-teaching pre-service teachers (Ritter et al., 2019).

To conclude, the attitudes and concerns of pre-service teachers towards IE depend on certain policies, teacher education in education departments, and how they are equipped for their future careers in an inclusive context. Therefore, it is significant to review the teacher education curriculum as well as set the principles and policies in place to make sure the implementation of IE can be achieved.

2.3.2. In-Service Teacher Attitudes Towards Inclusive Education

Inclusive education practices include all shareholders, and especially pre-service and in-service teachers. Even though pre-service teachers are given enough practice and training, in-service teachers hold some other concerns toward IE. Practical issues, demanding programs, a lack of appropriate materials and equipment, and crowded classes are some of the issues that can be regarded in terms of how in-service teachers approach IE. Many researchers tried to find the attitudes of in-service teachers and the challenges they experience in an inclusive context (Benko & Martinović, 2021; Pokrivčáková, 2018; HOADJLI & LATRACHE, 2020; Topçu & Katılmış, 2013).

As mentioned earlier, the study conducted in Croatian primary schools investigated both students' and teachers' attitudes towards inclusion (Benko & Martinović, 2021). Some educators hesitated to instruct SEN students as they required additional training and support. Even though teachers were confident in their ability to teach diverse courses, they were not sure of their ability to figure out SEN students' needs. They mostly had positive attitudes towards inclusion, but some instructors believed the English curriculum was too difficult for SEN students. They reported calling on SEN students for partner and group work, but as mentioned above, SEN students' opinions on this were more divided. Other students did not believe that teachers firmly encouraged students with SEN to participate or that they were active in class, indicating a disparity in classroom participation (Benko & Martinović, 2021). SEN students were encouraged and motivated by teachers, despite disagreements regarding the provision of novel content and collaboration with parents (Benko & Martinović, 2021). These primary factors address attitudes, inclusiveness, engagement, program complexity, acceptance, and teacher competence in the context of teaching EFL students with SEN (Benko & Martinović, 2021).

Regarding in-service teacher attitude, one of the challenges appeared to be the limited or no teacher training for IE (Pokrivčáková, 2018; HOADJLI & LATRACHE, 2020). A report on inclusive education in Slovakia conducted by Pokrivčáková (2018) was prepared with the participation of 141 primary school EFL teachers between the years 2016 and 2017. A questionnaire was used, and some teachers were invited for interviews so that the answers from the survey could be clarified. There were several results in the study, but the most important one seemed to be the lack of teacher training in the field. The research's findings were consistent with studies conducted in other nations, including the Czech Republic, Cyprus, Greece, Belarus, Poland, Romania, Serbia, South Africa, and the United Kingdom. Teaching foreign languages to SEN students was challenging and exceeded the knowledge and skills acquired during teacher training for teachers all over the world (Pokrivčáková, 2018, p.41). The research revealed that legislative initiatives in the field of inclusive education were not accompanied by adequate SEN-related teacher training at all levels, which was a serious issue that required immediate attention. Besides these needs, teachers' attitudes were also significant toward inclusion. Teachers were concerned that adapting

instructional strategies and pacing for SEN students would hinder the progress of other students (Pokrivčáková, 2018). None of the responding instructors reported feelings of satisfaction or success in the study. Less than one-third of respondents felt prepared to instruct SEN students, while more than half reported feeling unprepared. The predominant sentiment among teachers was a lack of adequate training, SEN-specific information sources, and ready-made instructional materials (Pokrivčáková, 2018). According to the teachers in the study, the most challenging aspects of working with SEN students included locating appropriate teaching materials, organizing lessons with differentiated tasks, adapting materials for SEN students, evaluating learning outcomes, motivating SEN students, and collaborating with parents. Cooperation with school administration was regarded as the least difficult factor (Pokrivčáková, 2018). Some other concerns of teachers included paying attention to more than two SEN students in one classroom and the learning disabilities of the students (Pokrivčáková, 2018).

In addition to the study aforementioned, a study by HOADJLI and LATRACHE (2020) similarly resulted in the in-service teachers' concern about their lack of proficiency in working with SEN students despite their positive attitudes toward IE. The study was successful in raising awareness for understanding IE and its implementation from the in-service teachers' perspective, which was the aim of the study. However, the need for better policies from the government of Algeria and adopting the implementation of IE policies by other stakeholders was emphasized (HOADJLI & LATRACHE, 2020).

As to the context where this study was conducted, there were many studies on inclusive education conducted over the years (Topçu & Katılmış, 2013; Sucuoğlu et al., 2014; Akalın et al., 2014; Vuran, 2005; Zeybek, 2016). They varied from different levels of classes, teachers' and students' attitudes to certain branch teachers, and so on.

Upon examination of in-service teachers' attitudes toward IE in Turkey, the results of many studies were similar to the ones that were conducted in other countries. In Manisa, Turkey, Topcu and Katılmış (2013) conducted a study with 30 students with special needs. The purpose of the study was to determine the attitudes of SEN students toward inclusive education. Through semi-structured interviews, they arrived at some

significant findings. According to the researchers, more specific and useful information about students with SEN could be provided to the instructing subject instructors. This would allow teachers to better understand their pupils and be more tolerant and patient with them (Topcu & Katılmış, 2013). Some participants were concerned about negative teacher behavior (Topcu & Katılmış, 2013). However, from the perspective of the teachers, it was imperative to reduce the number of SEN students in each classroom as it created certain difficulties in terms of classroom management (Topcu & Katılmış, 2013). Even though the scope of this study was limited to Social Studies classes for inclusion students enrolled on a part-time basis, it provided information regarding the requirements of teachers and the attitudes of SEN students towards inclusive education in Turkey.

To summarize, it is of utmost importance that the implementation and application of IE require sustainable and solid policies. To achieve total success in IE in mainstream schools, pre-service teachers should be prepared for inclusion, and in-service teachers should be provided with enough support and equipment. When teachers are comfortable in their teaching environment, the application and sustainability of inclusive programs will be determined.

CHAPTER 3

METHODOLOGY

This chapter includes three subsections: sampling, data collection tools and process. After the settings and participants are described under sampling, the details about the instruments are explained. Following this, the data collection and data analysis will be provided in detail under process title.

3.1 Research Design

Johnson et al. (2007) define mixed methods research as "an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research)." Besides, even though traditional qualitative and quantitative research are important, mixed methods research provides more informative, complete, balanced and useful results for research. (Johnson et al., 2007). From this point of view, this study is designed as mixed methods research. When the design of the research is considered, sequential explanatory design thoroughly defines this study. As Creswell et al. (2011) describe sequential explanatory design is the way to gather two different data sets and build up on each other to reach the data to answer the research questions. Thus, the two instruments used for this study were complementary with each other and they were designed to clarify the answers to the research questions. In this design, quantitative data was collected following a qualitative data collection.

3.2 Setting

3.2.1 Ted University Department of English Language Teaching (ELT)

This study was conducted at English Language Teaching (ELT) department at TED University in Turkey. TED University is a foundation university and it was founded in 2012. ELT department also started in the same year. The mission of the department is to provide their students with the learning environment where they are exposed to active learning techniques and methods. The curriculum of the department is prepared to give the opportunity to the students to discover interdisciplinary approach. Besides,

the main purpose of the content of their courses is preparing the graduates for a variety of teaching environments. Gaining the ability to learn lifelong, the ability to use communication and information technologies for professional and personal improvement, and being aware of the needed science, philosophy, art, and education for the development of children and young people are some other aspects the department aims to support their students in. Consequently, the graduates of the department are expected to be well-educated and well-equipped for any type of learning environment and to be able to solve any issues that might emerge in a language classroom.

3.2.2 Participants

This study which consisted of two groups of teachers; the pre-service and in-service teachers from ELT department of TED University, was carried out during the Spring semester of 2021-2022 academic year. The questionnaire was sent via email to total number of 109 TED University pre-service teachers who are in their practicum year and in-service teachers who have graduated from TED University in the last 5 years. 44 of pre-service and in-service teachers responded to the questionnaire and 10 out of those agreed to take part in semi-structured interviews.

The first group of participants of the study were the pre-service teachers who were in their senior year and were currently participating in practicum in various K12 schools. 27 pre-service teachers who were between the ages of 21 to 34 participated in the survey. 5 of those agreed to do a semi-structured interview for further discussion. The pre-service teachers who were in their practicum term were chosen because this study required some experience about teaching in a real classroom, and this group was in their last year of their undergraduate program and had at least a few months of experience in different K12 schools in Ankara.

The other group consisted of the ones who had graduated from TED University ELT program in the last five years and have been teaching for at least 6 months in the field. The total experience of these teachers in the field and the types of schools they have been teaching are shown in table 3.1 and table 3.2 below. Among the 17 participants, who were between the ages of 23 to 38, 5 of them agreed to take part in semi-structured

interviews. As this study also focused on the adequacy of teacher training, in-service teachers were expected to provide an idea about the differences and similarities of theory they have learnt at their department and the experience gained in real classroom environment. Besides, they had the ability to compare pre-service and in-service practices and experience better as they had graduated from their departments within the last 5 years.

Table 3.1: Types of Schools In-service Teachers Teach Currently and How Long In-Service Teachers Have Been Teaching

Types of schools	Primary	Secondary	High	University	Total
Number	2	3	3	9	17
Percent	11,8	17,6	17,6	52,9	100,0
How long they have been teaching	**6 months to 1 year**	**1 to 3 years**	**3 to 5 years**	**Total**	
Number	4	4	9	17	
Percentage	23,5	23,5	52,9	100,0	

3.2.3 Sampling

Nonrandom purposive sampling was used in this study. As Fraenkel et al. (2012) suggest the researchers choose their participants with the aim of reaching the purpose of the study and choose the groups of participants who can represent and provide enough data for the study. Therefore, the participants invited for this study were chosen purposefully to find out answers to the research questions more accurately. The scale was sent to 32 pre-service and 77 in-service teachers through e-mail containing the link to Google Forms. The total number of the participants was small because the department started 5 years ago and all graduates were 77 in total. Besides, pre-service teachers were expected to be in their practicum year and this made the total number 32 among all students. The participants were given the option to respond to the questionnaire at their own convenience through their computer or smart phones. 44

participants replied and filled out the survey and 10 of participants agreed to take part in the interviews. Therefore, the sampling for the interviews were voluntary. As Uzbay (2006) suggests voluntary participation in a study increases the validity of that research. Therefore, this method was chosen as the best practice for this part of the study.

3.3. Data Collection Tools

Two tools were chosen for data collection process. Teachers' Attitudes towards Inclusive Education Scale (TAIS) (Appendix A) provided quantitative data whereas semi-structured interview questions (APPENDIX B) were used to collect qualitative data for the study.

3.3.1 Teachers' Attitudes towards Inclusive Education Scale (TAIS)

As Almeida et al. (2017) explain quantitative research allows researchers find out the quantifiable data and the collected data are more objective and systematical. Therefore, as the quantitative instruments of this study, the scale for teacher attitudes and concerns would provide statistical data and also allowed the researcher to reach more participants to represent the population more accurately. Lambe and Bones (2006, November) developed Teachers' Attitudes towards Inclusive Education Scale (TAIS) (Appendix A) in order to understand the beliefs, attitudes, concerns and anxieties of pre-service teachers towards the new emerging teacher education curriculum for inclusive education after the Special Educational and Disabilities Act (SENDA) was signed in 2001. Another aim of developing this scale was to find out the needs of the pre-service teachers during their professional development process (Lambe& Bones, 2006, November) which was also the one of the concerns and aims of this study.

Initially, Lambe and Bones (2006, May) conducted a qualitative research on perceptions of students teachers before they started their practicum. During this study, pre-service teachers were asked their preferences and given guidelines throughout a term in order to understand the changes in their perception (Lambe and Bones, 2006, May). Following this study, the necessity to understand the attitudes, concerns, beliefs

of pre-service teachers emerged. Therefore, Lambe and Bones (2006, November) created a survey and it was piloted by a group of professionals which consists of a psychologist, two university lecturers and a school coordinator for special education needs. By following the feedback from the professionals, some refinements were made. After that, Formic Data Capture was used in order to analyze the questions from different aspects such as gender, age, experience and so on. The purpose was to identify any other variety if there were any (Lambe& Bones, 2006, November).

There are three categories in TAIS. This first category includes teachers' attitudes about the purpose of schools and attitudes about inclusive education. The second one focuses on their concerns and anxieties about teaching in an inclusive educational setting and the final category is about the personal beliefs and attitudes towards the ideology of the inclusive education (Lambe& Bones, 2006, November). There are 6 questions in category 1, 12 questions in category 2, and 8 questions in category 3. (Appendix A) The categories are given in 3-likert-scale in the original scale and the researcher decided to use the same options in this study. The options are "agree", "disagree", and "don't know".

Before this scale was used in this study, it was piloted with two experts in the field and necessary changes were made. Item 4 in Category 1 in the original survey was merely about Northern Ireland educational system and also was not going to provide any answers to the research questions of this study. Therefore, it was removed from the scale. The term "streaming" in item 2 in Category 1 was not clear and could be understood variously by people from different backgrounds. Therefore, the explanation "where pupils are differentiated according to general ability and taught in the same 'ability' classes for all subjects" (Hodgen, 2007, p. 202) was added following the item. Finally, the section for demographic information which consists 11 questions was added at the beginning of the scale before sharing it with the participants.

3.3.2 Semi-structured Interviews

While qualitative data provide the numerical info for the research, quantitative data help researchers to find out more about the depths of the research questions (Queirós et al, 2017). The semi-structured interview questions for this study (Appendix B) were

developed for the aim of understanding pre-service and in-service teachers' beliefs, concerns and attitudes in depth and further the discussion with the help of quantitative data.

Given (2008) emphasizes that in order to ensure the validity of an interview, researchers should use a variety of techniques, including "continual verification of findings, member checks, self-reflection, peer debriefing, negative case analysis, sampling sufficiency, theoretical thinking, and audit trials" before waiting until the end of the data collection and analysis. (Given, 2008, p. 909). From this point of view, the semi-structured interview questions were prepared by the researcher and analyzed by 2 experts from ELT department. It was piloted with 2 ELT department graduates in order to understand if the questions reflect the aim of the research and find out if there is any subjectivity in the questions. Later on, debriefing sessions were held with the interviewees by the researcher two weeks after the actual interviews. Debriefing is essential in validation of interview questions as Gardner (2013) explains it "allows us to learn what went well and what did not go well" (p. 172). In short, the validity of the semi-structured interview questions were tested through three different methods as suggested by Given (2008). After the feedback, the semi-structured questions were decided to be in Turkish as the native language of all participants was Turkish. Besides, question number 4 was reworded and put in a scale as the data collection and interpretation of the question was supposed to be more precise.

3.4 Data Collection Procedures

In this study, the scale named Teachers' Attitudes towards Inclusive Education Scale (TAIS) alongside with 11 demographic questions, including one question about being volunteer for semi-structured interview, was used to collect quantitative data. Following the scale, semi-structured interviews, which consisted of 6 questions in total, were conducted with the volunteer 5 pre-service and 5 in-service teachers.

Initially, the scale invitation was sent via email to the participants. Following this, semi-structured interviews were arranged with the volunteer participants who have shared their email addresses while responding to the scale. These participants were sent an email by the researcher and a 30-minute session for each participant was set by asking their availability. The interviews were conducted via Zoom with 5 in-service

and 5 pre-service teachers at their own convenience. The interviews were audio recorded and transcribed with the permission of the participants. The names of the participants were not recorded, each participant were given a number such as Teacher 1, Student-Teacher 2 and recorded as such.

3.5 Data Analysis

After data collection, the quantitative data is analyzed subsequently and used in order to provide a better understanding of the research questions (Ivankova, 2006). For the analysis of the data collected with TAIS, independent t-test was used to understand the "variation both within and between each of the groups" since there are two groups of teachers in this study and the research questions require the variation within and among the participants (Fraenkel et. al, 2012, p. 236).

After the analysis of TAIS, the interviews were conducted and transcribed by the researcher. Following the transcription of the interviews, the researcher used descriptive coding as the first aim of the researcher was assigning "basic labels to data to provide an inventory of their topics" (Saldana, 2016, p.97). According to Saldana (2016), through descriptive coding researchers, particularly novice ones, can make the summary of the passages of data in a word or short phrases. As it is also clarified by Tesch (1990), descriptive coding is about the identification of the topic, not basically shortening the content. Therefore, the researcher chose this method for coding the qualitative part of the study. By using descriptive coding, the researcher was able to create the themes and sub-categories of the interview to answer the research question in depth. Strauss and Corbin (1998) define coding in qualitative studies "as the analytic process through which data are fractured, conceptualized and integrated to form theory." After creating the themes and sub-categories, 2 other experts in the field were asked to code 20% of the data in the same manner. As Syed and Nelson (2015) suggest "The proportion coded by the reliability coder will depend on the size and complexity of the data set, but a common figure is 20% of the total data set" (p. 379). Finally, the codes provided by the experts and created by the researcher are combined to detailed answer to the research questions.

CHAPTER 4

FINDINGS

In this section, the findings about the attitudes about the purpose of schools, concerns and anxieties, and personal beliefs and attitudes of pre-service and in-service EFL teachers were presented and discussed. Besides, their perception towards teaching certain skills in English in inclusive education was discussed in detail. The two groups of participants were shown in comparative tables. Through this research, the study aims at answering the following question in the Department of English Language Education at a private university in Ankara:

1. What are the opinions of preservice teachers towards inclusive education?
   a. What are the attitudes of pre-service teachers towards the purpose of schools towards inclusive education?
   b. What are the concerns and anxieties of pre-service teachers towards inclusive education?
   c. What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?
2. What are the opinions of in-service teachers towards inclusive education?
   a. What are the attitudes of in-service teachers towards the purpose of schools towards inclusive education?
   b. What are the concerns and anxieties of in-service teachers towards inclusive education?
   c. What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?

3. Is there any significant difference between pre-service and in-service EFL teachers in their attitudes about the role of schools, concerns and anxieties, and personal beliefs and attitudes towards inclusive education?

4. What is the perception of pre-service and in-service EFL teachers about teaching certain skills in inclusive education?

4.1 Findings for research question 1: What are the opinions of pre-service teachers towards inclusive education?

The first research question of this study was about pre-service EFL teachers' opinions towards inclusive education in different aspects. In this section, the researcher tried to find an answer to the question with three sub-questions about the issue.

4.1.1 Findings for sub-research question 1a: What are the attitudes of pre-service teachers towards the purpose of schools towards inclusive education?

The first set of questions focused on the attitudes about the purpose of schools. Lambe & Bones (2006, November) categorized the scale into 3 categories. The items under this first category were divided into academic selection, academic excellence, and equality of provision.

Item 1 focused on the necessity of having experience in an inclusive classroom for all teachers. 21 pre-service teachers agreed on it (77%) while none disagreed. Six of them (22%) were not sure. Item 2 focused on academic selection and 14 pre-service teachers (51%) agreed with the idea of streaming, where students are segregated for their abilities, whereas 11 teachers (40%) claimed that they do not know about the issue. Only two of them (7%) disagreed with the statement.

Items 3 and 4 focused on academic excellence. For the former (item 3), eight pre-service teachers (29%) agreed that schools should promote academic achievement more than social inclusion while 18 of them (66%) disagreed with the statement. Only one pre-service teacher (3%) was undecided. The latter asked about the role of the schools with the statement: "The most important role of a school is to ensure academic excellence". Five pre-service teachers (18%) agreed with the statement whereas 20 of those (74%) disagreed with it. Two pre-service teachers (7%) were indecisive.

Equality of provision was asked in items 5 and 6. Item 5, supporting the idea that schools provide not only certain skilled students but also those with SEN, was agreed by 14 pre-service teachers (51%) while six of them (22%) disagreed with the statement. Seven of these teachers (25%) were not sure. In the following item, which

supported the idea of the schools having the final say about provision, nine pre-service teachers (33%) agreed while seven of them (25%) disagreed with the statement. 11 of these teachers (40%) were uncertain.

Table 4.1: Pre-Service Teachers' Attitudes About The Purpose Of Schools Towards Inclusive Education

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
1	Need for experience	21	77.8	0	0	6	22.2
2	Academic selection	14	51.9	2	7.4	11	40.7
3	Academic excellence	8	29.6	18	66.7	1	3.7
4	Academic excellence	5	18.5	20	74.1	2	7.4
5	Equality of provision	14	51.9	6	22.2	7	25.9
6	Equality of provision	9	33.3	7	25.9	11	40.7

Similar findings were reached during the interview with pre-service teachers. Pre-service teachers did not see any problem with inclusive education depending on certain situations. The school's role was one of the issues that was mentioned by ST3. Besides, ST3 emphasized the importance of socialization in inclusive education:

> *Excerpt 1: I think that special education and inclusive education change from school to school. For example, if a student has a mild disability, that student can survive in an inclusive classroom, but if the disability is major, we can lose the student during inclusive education. That is why I think we need to differentiate. I also think that in terms of socialization such an education can be good for students… But in general, I don't see inclusive education as very wrong with the training of students depending on their situation, personality, school, and family situation.*

When the definition of inclusive education was asked, ST4 defined it as:

Except 2: As far as I know, in fact, as I have experienced it, it is a training that brings together students who need special education with normal education that does not require special education, allowing them to get together as much academic knowledge as they can in terms of socialization in general.

It was understood that from these excerpts, pre-service teachers considered socialization and academic achievement similarly significant.

To sum up, more than half of pre-service teachers claimed that they needed to have experience in an inclusive classroom, and even though almost half of them agreed with dividing students according to their skills and needs, which is streaming, they were mostly for social inclusion rather than academic achievement as the role of schools. Similar results were reached during the interviews as mentioned above. Besides, they did not think the schools should attempt to exclude and that the role of schools should be including everybody.

4.1.2 Findings for sub-research question 1b: What are the concerns and anxieties of pre-service teachers towards inclusive education?

The second sub-question of the first research question was about the concerns and anxieties of teaching in an inclusive education environment. This was also the second category of the scale, which was divided into two: personal adequacy and prejudices regarding inclusion.

Items 7, 8, 14, 16, and 17 were about personal adequacy. 19 of the pre-service teachers (70 %) did not have any experience in working with special educational needs whereas eight of them (29 %) had some experience with such students, which was mentioned in Item 7. In Item 8, less than half of them were concerned about teaching special educational needs while nine of them (35%) disagreed and seven of those (25%) were unsure. 13 pre-service teachers (48%) were not concerned about addressing differences in a classroom, which was mentioned in Item 14. Only nine of them (33%) were concerned and the other five (18%) were not sure about the statement. The item (number 16) about being a special kind of teacher to be able to teach students with special needs was agreed upon by 17 pre-service teachers (63%), six of them (22%) disagreed and four (14%) were not sure about the answer. Besides, to be an effective

teacher in a SEN environment 19 of them (70%) agreed that the teacher should have some special interest in item 17. However, only two of them (7%) disagreed and six (22%) were unclear.

The remaining items were about prejudices about inclusion. 17 pre-service teachers (63%) agreed on item 9, which was about asking for special treatment by claiming to have special educational needs. Only five of them (18%) disagreed and the other five teachers (18%) were not certain. In contrast to the previous one, item 11 stated excluding students with emotional and behavioral problems and only two pre-service teachers (7%) agreed with the idea. In addition, 19 teachers (70%) disagreed and six teachers (22%) were unclear. Item 10, which claimed emotional and behavioral problems emerged from lack of self-discipline, was disagreed by 18 teachers (66%) whereas only five pre-service teachers (18%) agreed with the statement. In addition, four teachers (14%) were not clear about the statement. Item 15, which stated the first duty of education should focus on the interests of the students who wanted to learn, was agreed by 21 pre-service teachers (77%), only four (14%) disagreed. Two of them (7%) were not sure. Item 12 stated, "It is a parent's role to ensure their child behaves properly". 14 pre-service teachers (51%) agreed with the statement whereas nine of them (33%) disagreed. Besides, four participants (14%) were unsure. Another item that was about parents' behavior was item number 13. 12 pre-service teachers (44%) agreed that the poor behavior of a child was because of the parents whereas seven (25%) disagreed. Eight of those (29%) were not sure.

Table 4.2: Pre-service Teachers' Concerns and Anxieties about Teaching in an Inclusive Context

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
7	Personal Adequacy	19	70.0	8	29.0	0	0
8	Personal Adequacy	11	40.7	9	33.3	7	25.9
9	Prejudices about inclusion	17	63.0	5	18.5	5	18.5
10	Prejudices about inclusion	5	18.5	18	66.7	4	14.8
11	Prejudices about inclusion	2	7.4	19	70.4	6	22.2
12	Prejudices about inclusion	14	51.9	9	33.3	4	14.8
13	Prejudices about inclusion	12	44.4	7	25.9	8	29.6
14	Personal Adequacy	9	33.3	13	48.1	5	18.5
15		21	77.8	4	14.8	2	7.4
16	Personal Adequacy	17	63.0	6	22.2	4	14.8
17	Personal Adequacy	19	70.4	2	7.4	6	22.2
18	Prejudices about inclusion	6	22.2	19	70.4	2	7.4

When asked about their experience in an inclusive education environment, pre-service teachers volunteered in some projects and this helped them to gain some experience. As ST1 explained:

> *Excerpt 3: During my volunteer work at AISEC, we designed a social responsibility project on it, a process that lasted 6 to 9 months. In this*

process, there was planning, cooperation in associations, and sponsorship, and there was an active process of 3 to 6 months. I had some experience there. Academic knowledge did not help much. Because what you learn in academic knowledge is not what it seems to be when it goes into practice.

Additionally, ST2 did not have any teaching experience, but ST2 mentioned some of their observations during practicum:

Excerpt 4: I have no experience, but I have observations. When I was in a practicum in a high school, there was a student with special needs in the 8th grade. The English teacher had an assistant teacher next to him during lessons. The assistant teacher was helping and explaining the lesson to the student individually.

In addition to their observations, ST3 explained their experience during a material development workshop and ST3 did not think the experience was not enough, but it was a start for them. Finally, they mentioned that:

*Except 5: I can say I have such an experience. I care about this topic (*that is inclusive education)*, I am very sensitive about it, and I do not think that any teacher has this ability. I think it requires a little sacrifice.*

Finally, ST5 explained their concern about a real classroom after mentioning the elective inclusive education course. However, they also felt that theoretical knowledge might help them:

Excerpt 6: So I feel a little better than my friends who took this class or those who will take this class later. At least I had the opportunity to observe it. But apart from it, of course, it doesn't matter how much theoretical knowledge I had at first, I would not be able to do when I went through a practice. I'm not saying I can't, but I think there will be areas where I will find it difficult. But I also think that I can overcome this by thinking about my theoretical knowledge from before.

To sum up, it was seen that even though they had interacted with students with SEN, pre-service teachers did not have enough experience in teaching in an inclusive

classroom. Hence, pre-service teachers thought that teachers needed "special" abilities to be able to teach in an inclusive classroom. Additionally, they might have some prejudices towards the students with special needs, but they still disagreed with the idea of excluding such students and keeping them away from any classroom environment. They were also knowledgeable about the nonexistent connection between emotional and behavioral problems and the lack of discipline, which made these pre-service teachers open to the idea of inclusion. Their responses showed that despite some concerns and anxieties they had, they were ready to teach in an inclusive classroom to some extent.

4.1.3 Findings for sub-research question 1c: What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?

The last sub-question of the first research question was about the EFL teachers' personal beliefs and attitudes towards the ideology of inclusive education. The two subcategories, which were divided into two, were personal preferences on inclusion, and attitudes and beliefs about academic achievements and inclusion.

The personal preferences on inclusion were measured with items 19, 22, 24, and 26. When Item 19 was analyzed, the majority of the participants, 12 (44%), did not know about their personal choice for teaching in a selective educational system. 10 of them (37%) agreed with the idea of making their choice and five of them (18%) disagreed. Item 22 asked about the personal experience of the participants' school years. 14 (51%) agreed about having joy at school while 11 (40%) disagreed. The remaining two people (7%) were unsure about their experience at school. When asked about the equal provision at school in item 24, the majority of participants (16- 59%) agreed with the idea that all students should be educated in an inclusive environment. Eight of them (29%) were indecisive while only three of them (11%) disagreed with the idea. The last item, item 26, of this subcategory, was about the parents' choosing the schools that their children should go to. 10 of the participants (37%) agreed with this option while seven of them (25%) disagreed. 10 of them were (37%) unclear about the situation.

The remaining items, which were Items 20, 21, 23, and 25, were used to measure attitudes and beliefs about academic achievement and inclusion. When participants

were asked if they would have been successful in an inclusive classroom as students in Item 20, the highest number of participants (13-48%) were not sure about the answer. The rest of the participants (7-37%) equally agreed and disagreed with the statement. Additionally, a similar statement in Item 21 about benefitting in an inclusive classroom as a student was agreed upon by 18 participants (66%) while only one person (3%) disagreed with it. Eight participants (29%) were unclear about the statement. 19 participants (70%) agreed with the idea that social inclusion was more important than academic achievement in item 23. Only two (7%) disagreed and six (22%) were unsure. Similarly, having students with special needs would be unfair with the others was agreed by seven participants (25%) whereas it was disagreed by 10 of them (37%) in item 25. 10 of the participants (37%) were not sure about it.

During the interviews, none of the five pre-service teachers mentioned any obvious concern or anxiety.

In short, more participants had enjoyed their school years and they were not really against the idea of being in an inclusive classroom. This was an indication of their personal choices and acceptance of inclusive education. While they mostly believed that they might have achieved well in an inclusive classroom, some of them did not support the idea of having inclusion in a classroom.

Table 4.3: Personal Beliefs And Attitudes Of Pre-Service Teachers Towards Inclusive Education

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
19	Personal preferences	10	37.0	5	18.5	12	44.4
20	Attitudes and beliefs	7	25.9	7	25.9	13	48.1
21	Attitudes and beliefs	18	66.7	1	3.7	8	29.6
22	Attitudes and beliefs	14	51.9	11	40.7	2	7.4
23	Personal preferences	19	70.4	2	7.4	6	22.2
24	Personal preferences	16	59.3	3	11.1	8	29.6
25	Attitudes and beliefs	7	25.9	10	37.0	10	37.0
26	Personal preferences	10	37.0	7	25.9	10	37.0

4.2 Findings for research question 2

The second research question was similar to the first one and the researcher asked three sub-questions to find out the attitudes, concerns, anxieties, and personal beliefs of EFL teachers via the same scale used with pre-service EFL teachers.

4.2.1 Findings for sub-research question 2a: What are the attitudes of in-service teachers about the role of schools in inclusive education?

As explained above, the first item about the importance of having experience in teaching students with special needs was agreed by 10 (58%) while five (29%) disagreed, and only two (11%) were unsure.

Item 2, which stated "I think that streaming is the best practice for dealing effectively with pupils of different abilities.", was agreed mostly (8-47%) and only one participant (5%) disagreed with it. 8 (47%) were unclear.

The items for academic excellence were Items 3 and 4. Academic achievement was more valued than social inclusion by EFL teachers. Eight in-service teachers (47%)

agreed, seven (41%) disagreed and two (11%) were uncertain. Additionally, most of the participants (14- 82%) were not sure whether the schools' role was academic excellence or not in Item 4. Three (17%) agreed with the statement and none disagreed. The following and last category, equality of provision, was asked in items 5 and 6. 11 (64%) agreed to exclude students with special needs from mainstream classrooms whereas three (17%) disagreed with the statement. Three of them (17%) were not sure. Finally, Item 6 stated that schools should have the final say about which students can be enrolled in their institution. Five (29%) agreed while nine (52%) disagreed with the idea. Three of them (17%) were not clear.

Table 4.4: The Attitudes of In-Service Teachers Towards The Purpose Of Schools Towards Inclusive Education

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
1	Need for experience	10	58.8	5	29.4	2	11.8
2	Academic selection	8	47.1	1	5.9	8	47.1
3	Academic excellence	8	47.1	7	41.2	2	11.8
4	Academic excellence	3	17.6	0	0	14	82.4
5	Equality of provision	11	64.7	3	17.6	3	17.6
6	Equality of provision	5	29.4	9	52.9	3	17.6

During the interviews, one of the in-service teachers explained their experience in a School of Visual Disabilities and mentioned that they would not understand why these students were needed to be included instead of excluded. According to this in-service teacher, coded as T2:

*Excerpt 7: I think this (*inclusion*) might be a little difficult because I mean including all of them… I think each (*student with certain disabilities*) should be in schools designed especially for them. As such a school was designed for their ease, and also they (*students with SEN*) can take courses from teachers who were specially educated in this area (*inclusive education*).*

T3 also mentioned the importance of school support for teachers. From their experience, T3 was not sure about the work they did with a student with SEN, and they claimed they needed a teacher assistant who was educated for inclusive education.

Finally, T5 explained their experience with a SEN student and the attitude of the school and parents. Even though teachers agreed on the special need of the student, neither the school administration nor the parents took the situation seriously. T5 explained that:

Excerpt 8: Unfortunately, his family and school were trying to shut it down. I think the parents are very sad about this, but I don't think the schools have the necessary knowledge. When some things are noticed at an early age and it is supported accordingly, in fact, in advancing periods, I think that students who need special education in all fields can actually be included in society very easily. But despite being noticed early, I would say so because it was not accepted by the family or the school because high amounts were paid to the school.

To sum up, in-service teachers were mostly open to the necessity of having experience in an inclusive classroom, but they appreciated academic achievement more. Notably, although they were not sure about schools' role in ensuring academic achievement, they were mostly against the idea of the schools' choosing which students can or cannot enroll in a school. However, as mentioned in excerpt 8, schools' and parents' roles in students' educational improvement were valued by some.

4.2.2 Findings for sub-research question 2b: What are the concerns and anxieties of in-service teachers towards inclusive education?

In the second section of the scale, the adequacy and prejudices of teachers were measured to understand their concerns and anxieties. Items 7, 8, 14, 16, and 17 were used for adequacy and the rest of the items were about prejudices of teachers towards inclusive education.

According to item 7, most of the in-service teachers (10-58%) did not have any experience in working in an inclusive classroom. Only seven (41%) had some experience. Eight teachers (47%) had the concern that they may not have the skills for teaching in an inclusive classroom in item 8 while five of them (19%) felt ready, and four of them (23%) were not sure. Item 14 was about the impossibility of accommodating different skills in one classroom. Eight participants (47%) agreed with it whereas seven of them (41%) disagreed. Two (11%) were not sure. Being a special kind of teacher to teach in an inclusive classroom was stated in Item 16. The majority of the participants (11-64%) agreed with the statement while six in-service teachers (35%) disagreed. None was unsure. Having a special interest to teach in an inclusive classroom (Item 17) was agreed upon by most of the teachers (14-82%). Also, none disagreed and only three of them (17%) were unclear about the statement.

Regarding prejudices against inclusive education, Items 9, 10, 11, 12, 13, 15, and 18 were utilized. Nine in-service teachers (52%) agreed with the statement that claimed some people act like they needed special education to get extra attention in item 9. Four participants (23%) disagreed, and the same number of them (4-23%) were not clear. In contrast, 10 in-service teachers (58%) in item 10 did not see emotional and attitudinal problems as a lack of self-discipline. Only five (29%) agreed with the statement, and two (11%) were unsure. Similarly, nine participants (52%) did not agree with the statement about excluding students with behavioral problems in item 11. Only four of them (23%) agreed, and four others (23%) were unclear. Item 12 was about parents' role in making sure about the student's behavior. Eight in-service teachers (47%) agreed with the statement while six teachers (35%) disagreed. Three of them (17%) were not sure. It was similarly responded to Item 13, which stated that it is the parents' responsibility to how their children behave. Five of the participants (29%)

agreed with it, seven of them (41%) disagreed, and five (29%) were unclear. The majority of the participants (14- 82%) agreed with the statement that the focus of the school should be on the students who want to learn in item 15. Only one (5%) disagreed, and two of them (11%) were unsure. Finally, the majority of teachers (13- 76%) disagreed with the statement that it is not the duty of teachers to address emotional and behavioral issues among students. Only three of them (17%) agreed, and one (5%) was unclear.

Table 4.5: Concerns and Anxieties of In-Service Teachers Towards Inclusive Education

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
7	Personal Adequacy	10	58.8	7	41.2	0	0
8	Personal Adequacy	8	47.1	5	19.4	4	23.5
9	Prejudices about inclusion	9	52.9	4	23.5	4	23.5
10	Prejudices about inclusion	5	29.4	10	58.8	2	11.8
11	Prejudices about inclusion	4	23.5	9	52.9	4	23.5
12	Prejudices about inclusion	8	47.1	6	35.3	3	17.6
13	Prejudices about inclusion	5	29.4	7	41.2	5	29.4
14	Personal Adequacy	8	47.1	7	41.2	2	11.8
15		14	82.4	1	5.9	2	11.8
16	Personal Adequacy	11	64.7	6	35.5	0	0
17	Personal Adequacy	14	82.4	0	0	3	17.6
18	Prejudices about inclusion	3	17.6	13	76.5	1	5.9

During the semi-structured interview, T1 agreed with the idea that EFL teachers needed more help and education during their school years about inclusive education. T1 did not have any students with SEN during their teaching career. Besides, T2 claimed that students with SEN should be separated and teachers should be given training specifically for inclusive education. Finally, T3 had to work with a student with SEN, and they did not feel ready for it. They mentioned that:

> *I think every school needs one, two, or several special education teachers, depending on the level of students. Because as normal teachers we try to contribute, sometimes we can't get to that point. We have a lot of lessons, especially in the private school sector. We are unable to take care of even ourselves. In this case, it would be a great advantage for us to get support from them. I think that will benefit the student, too.*

To sum up, in-service teachers did not seem to be ready to work in an inclusive classroom and they did not feel completely ready for such an experience. The ones who had to deal with the situation were not sure about themselves. They mostly thought that a teacher should have special skills and interests to teach students with special needs. Besides, they seemed to be prejudiced toward students with disabilities. Even though they mostly seemed prejudiced, they still took responsibility for student behavior in an educational environment. In addition, they did not connect the disruptive behavior of a student to parents or teachers.

4.2.3 Findings for sub-research question 2c: What are the personal beliefs and attitudes of pre-service teachers towards inclusive education?

The last sub-question of the second research question was about personal beliefs and attitudes towards educating in an inclusive classroom and it was divided into two: personal preferences and attitudes towards academic achievement.

Items 19, 22, 24, and 26 were prepared for personal preferences in terms of teaching in the inclusive education system, and Items 20, 21, 23, and 25 were for attitudes towards academic achievement.

Item 19 was about the preference of the teachers to teach in a selective educational system, and nine of the participants (52%) preferred a selective educational system to teach whereas only four of them (23%) did not prefer it. Four of the others (23%) were not sure. It was seen that almost all teachers (14- 82%) had enjoyed being a student at school according to item 22. Two of the rest (11%) disagreed and only one of them (5%) was indecisive. Even though they seemed to have certain prejudices, they in general (12-70%) agreed that having inclusive classrooms was necessary for the equality of provision according to item 24. Five of the participants (29%) were not sure. In the final statement about parents' having the final say about the school choices (item 26), the responses were almost equal. Six of them (35%) agreed, five of them (29%) disagreed, and 6 of them (35%) were unclear about the statement.

Regarding academic achievement, Items 20, 21, 23, and 25 were related to this part of the question. More than half of the participants (10- 58%) disclaimed the statement about not being able to academically successful in an inclusive classroom in item 20. Only two (11%) agreed with the idea that they might not have achieved in such a school, and five (29%) were unsure about the answer. Similarly, almost all of them (13-76%) thought that they could have benefitted in an inclusive classroom whereas only four of them (23%) were not sure when item 21 was analyzed. None of the participants disagreed with the statement. 10 of them (58%) have claimed social inclusion is more important than academic achievement in a school environment according to item 23. Only three of them (17%) disagreed with the statement and four of them (23%) were unclear. Finally, 10 participants (58%) did not agree with the statement (item 25) that claimed having students with special needs may hold other students back. Only four of them (23%) agreed with it, and three (17%) were unsure.

Table 4.6: Personal Beliefs and Attitudes Of Pre-Service Teachers Towards Inclusive Education

Item	Keyword	Agree		Disagree		Don't Know	
		N	%	N	%	N	%
19	Personal preferences	9	52.9	4	23.5	4	23.5
20	Attitudes and beliefs	2	11.8	10	58.8	5	29.4
21	Attitudes and beliefs	13	76.5	0	0	4	23.5
22	Attitudes and beliefs	14	82.4	2	11.8	1	5.9
23	Personal preferences	10	58.8	3	17.6	4	23.5
24	Personal preferences	12	70.6	0	0	5	29.4
25	Attitudes and beliefs	4	23.5	10	58.8	3	17.6
26	Personal preferences	6	35.3	5	29.4	6	35.3

As it was aforementioned, T5 mentioned the role of schools and parents in inclusive education and they emphasized the importance of socialization in an inclusive classroom. However, there was no comparison made by the participant.

To sum up, it was seen that in-service teachers' personal preferences in being in an inclusive classroom as a student differed from their choices in teaching in one. They were; in general, open to the idea of social inclusion and having an inclusive classroom. In addition to this, they were positive about having students with special needs and they disagreed with the idea that having such students may affect academic achievement negatively.

4.3 Finding for research question 3: Is there any significant difference between pre-service and in-service EFL teachers in their attitudes about the role of schools, concerns and anxieties, and personal beliefs and attitudes towards inclusive education?

The survey was responded to by 27 pre-service and 17 in-service teachers which made a total number of 44 participants. In research question 3, the researcher wanted to find out if these two groups of participants differed in terms of their opinion about inclusive education. Independent sample t-test was used to analyze and reach significant differences if any.

When comparing the two groups of participants, their views were almost similar, with high values between participants. However, there is a significant difference between them in item 23 which was stated as "It is more important for schools to promote social inclusion than academic achievement." Pre-service teachers (m=1,52) were more positive about social inclusion than in-service teachers (1,65). Besides, item 26 investigated whether there was a significant difference in the beliefs of pre-service and in-service teachers regarding the statement "Parents should have the final say over which school their child attends." The t-value was 0 and the p-value was 0.000 for both hypotheses, indicating statistical significance. This suggested that there was a substantial difference between pre-service and in-service instructors' perspectives on parental decisions regarding school attendance.

Table 4.7: Differences Between Pre-Service And In-Service Teachers' Opinions Towards Inclusive Education.

Item	Participants	M	SD	Std. Error Mean	t	p-value
23		It is more important for schools to promote social inclusion than academic achievement.				
	Pre-service	1,52	,849	,163	-,485	-,129
	In-Service	1,65	,862	,209		
26		Parents should have the final say in which school their child attends.				
	Pre-service	2,00	,877	,169	,000	,000
	In-Service	2,00	,866	,210		

4.4 Finding for research question 4: What is the perception of pre-service and in-service EFL teachers about teaching certain skills in inclusive education?

A semi-structured interview was conducted with 10 participants. Five of those were pre-service and the other five were in-service teachers.

At the beginning of the interview, the participants were asked to define inclusive education, express their personal beliefs, and share their experiences. To find out an answer to the fourth research question, they were asked which skill they thought would be the most difficult or the easiest to teach in an inclusive classroom. Furthermore, their reasons were also asked following their response.

As an answer to the question about the most difficult skill that can be taught in an inclusive classroom, writing skill was the most chosen. Five in-service and one pre-service teacher claimed writing would be the most difficult skill to teach because of

certain rules and conventions that should be followed and the skill requires more cognitive abilities. Reading and speaking were in second place being difficult to teach. Necessary cognitive abilities, behavioral and emotional disorders were given as the reasons for the difficulty in these skills. Listening was mentioned by two pre-service teachers and they mentioned mental problems and physical impairment as the causes.

The skill that can be taught easily or easier than others was speaking. 4 in-service teachers mentioned speaking because they thought expressing oneself orally was easier than in a written form. However, they also emphasized the importance of a special needs teacher or peer help while practicing speaking. Listening and reading were also considered easy by pre-service and in-service teachers and they underlined the importance of adapting materials for the needs of the special needs students.

Overall, almost all participants speculated the relation between the need and the skill and adaptation to the circumstances in an inclusive classroom.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion

This study aimed to gain insights and ascertain the perspectives of pre-service and in-service EFL teachers regarding inclusive education. In addition to this, the perspectives of pre-service and in-service EFL teachers regarding the instruction of specific skills within inclusive educational settings were investigated. The analysis of responses and excerpts from interviews was conducted and subsequently discussed in the previous chapter. This chapter presents a discussion of the aforementioned findings. Additionally, this section will discuss the implications of the findings and provide suggestions for future research.

One of the aims of the study was to understand pre-service EFL teachers' attitudes and knowledge about inclusive education. Even though as Saloviita (2015) stated, "Among older students and in-service teachers, the tendency to express concerns was associated with more negative attitudes towards the desirability of inclusive education." (p.71), the analysis of the responses from the questionnaire demonstrated that they were mostly positive about inclusive education. Therefore, the responses from this group of participants might be due to their lack of experience. In addition, they might have adopted this idea due to the courses they had taken and workshops they had attended, as mentioned during the interviews. Hence, the results from semi-structured interviews with pre-service teachers showed a similar attitude. Another indicator of this positive attitude was how they described inclusive education. Some codes that appeared in semi-structured interviews were socialization, social responsibility, and a positive attitude. Therefore, it was understood that PSTs considered inclusive education their responsibility and valued socialization, which was another response from the questionnaire. According to PSTs, who responded to the questionnaire, social inclusion was more important than academic achievement. Although they did not think they might have succeeded in an inclusive classroom, they still claimed they might have benefitted from one. Similarly, the study by Wray et al. (2022) demonstrated that

even a brief encounter with individuals with disabilities can transform an individual's self-efficacy and attitudes towards inclusive education. This particular topic was also a recurring idea throughout the interviews. The pre-service teachers who had interacted with an individual with a disability demonstrated elevated enthusiasm and a positive attitude towards the concept of inclusion. Consequently, communication and real-life experience played a huge role in pre-service teachers' attitudes.

In contrast to the aforementioned positive notions and attitudes, several pre-service teachers (PSTs) expressed concerns and reservations regarding the implementation of inclusive education (IE). It was suggested that a specific kind of educator was considered vital, one who possessed a personal inclination to instruct within the context of Inclusive Education (IE). According to participants in semi-structured interviews, one explanation for this phenomenon might be a lack of sufficient firsthand experience in an inclusive educational setting. Specht et al. (2016) found that pre-service teachers who had more than 30 days of experience during practicum showed a higher willingness to teach in an IE context. Additionally, despite expressing satisfaction with their participation in inclusive education courses and workshops, the participants acknowledged a need for additional exposure and practical experience to develop the necessary confidence to effectively teach in an inclusive classroom. Due to their limited prior exposure, they harbored uncertainty regarding their leaning toward teaching in an inclusive setting. Despite the presence of various concerns, a subset of individuals exhibited a degree of enthusiasm toward engaging in the educational setting of an inclusive classroom.

Finally, pre-service teachers (PSTs) lacked a coherent understanding of the perspectives and interests of additional stakeholders, such as educational institutions and parents. There was uncertainty regarding whether the responsibility of selecting students' schools lay with the schools or with the parents. This phenomenon could potentially be attributed to their limited exposure and familiarity with that particular domain. Their lack of practical experience made them less likely to possess comprehensive insights regarding the shareholders.

An additional objective of the study was to ascertain the perspectives of in-service teachers regarding inclusive education. In a manner akin to pre-service teachers

(PSTs), in-service teachers currently employed in the field expressed their approval of the importance of acquiring inclusive education (IE) experience. However, most of their sentiments were favorable towards the practice of streaming, which entailed segregating students based on their aptitudes in this study. Therefore, the level of support for inclusive education among pre-service teachers (PSTs) was more evident than that of the aforementioned group.

Like pre-service teachers (PSTs), these individuals also lacked extensive experience in inclusive educational settings. Their perception is that being a special type of teacher and possessing a particular inclination towards inclusion could potentially cause them to lose confidence when instructing in an inclusive environment. Moreover, it is worth noting that all in-service teachers in the study possessed a minimum of six months of teaching experience, which undoubtedly contributed to their enhanced understanding of various stakeholders, including schools and parents. According to Chan and Lo (2016), the lack of support from the other stakeholders cause some frustration and the feeling of inadequacy for in-service teachers. The supporters of academic excellence in this study, being in-service teachers, claim that schools should prioritize the promotion of academic accomplishments, thereby urging the adoption of selective inclusion and exclusion policies. This phenomenon could potentially be attributed to the challenges encountered throughout their professional trajectories and the resultant state of fatigue they experienced. One of the educators discussed their encounter with a student with special educational needs (SEN), as stated in Excerpt 8, and highlighted the lack of awareness and understanding exhibited by both the school administration and parents regarding this matter. Consequently, this particular experience may elicit concerns, anxieties, and reluctance among teachers currently employed in the field.

In contrast to the aforementioned perspective, characterized by a neutral stance, in-service teachers could distinguish between instances of lacking discipline and those involving emotional and behavioral challenges according to their responses in the questionnaire. Besides, they did not consider addressing any emotional and behavioral challenges that may arise within their classroom setting as their responsibility. This finding suggested that teachers who were currently employed might not demonstrate effectiveness and a positive attitude towards instructing in an inclusive education (IE)

setting because of inadequate support from educational institutions and parental involvement. As Pokrivčáková (2018) states most in-service teachers suffer from the lack of support from educational institutions and this isue should be addressed immediately. As stated in another study, "Teachers who believed they worked in a positive and supportive school environment were more likely to perceive themselves and colleagues as capable of working with children with ID." (Wilson et al., 2015, p. 229). Therefore, educational institutions with a strong support system and pleasant environment should address the concern of in-service teachers. As a final point, Booth and Ainscow (2002) argues the tailored approaches for each school in order to address different abilities in different schools. Hence, the importance of flexibility and creativity is emphasized in this study.

Regarding the differences in attitudes between pre-service and in-service teachers, another primary objective of the study was to examine such variations. The findings indicate that there were minimal differences observed in this regard. Those that emerged were largely the result of exposure and experience. The divergent perspectives regarding the role of schools in determining inclusion and exclusion, as well as parental autonomy in selecting educational institutions for their children, can potentially be attributed to varying personal experiences. In-service educators had encountered instances of engaging in communication with both school administrators and parents, potentially leading to the development of specific viewpoints on this matter. Nevertheless, pre-service teachers had had limited exposure to this particular domain thus far. Upon careful examination of the disparities, it became evident that they were not inherently linked to the concept of inclusion and inclusive education. Consequently, it can be inferred that both pre-service and in-service teachers exhibited comparable attitudes towards inclusive education, albeit with minor distinctions.

The final research question aimed to ascertain the specific skill or skills that pre-service and in-service teachers perceive as challenging to instruct within an inclusive classroom setting. Notably, a distinction was observed between pre-service and in-service teachers regarding this matter. Among in-service teachers, the teaching of writing was generally regarded as being more challenging compared to the teaching of speaking, which was found to be particularly difficult for pre-service teachers. The

potential cause of this phenomenon could be attributed to the pedagogical approaches employed and the individual perspectives of both pre-service and in-service educators regarding the concept of inclusion. From their explanations, it was clear that they related their decision to physical or mental impairments. Nevertheless, a significant proportion of the in-service teachers expressed concerns regarding the challenges associated with instructing students in the proper usage of writing conventions. Additionally, a subset of participants also referred to physical disabilities. It can be asserted that a greater number of in-service teachers have contemplated this matter based on their teaching experience, and it was likely that they encountered challenges specifically related to writing. Conversely, a larger proportion of pre-service teachers anticipated difficulties in speaking as they envisioned their future careers in general. Therefore, upon analyzing the responses, the outcome was comparable to that of any typical EFL classroom. Therefore, it can be concluded that inclusive classrooms could be considered equivalent to non-inclusive classrooms in terms of teaching particular skills.

5.2 Implications

The objective of this study was to provide a comprehensive overview of the perspectives held by pre-service and in-service teachers regarding inclusive education. During the process, the pre-service and in-service teachers presented specific suggestions and identified gaps. Based on its comprehensive findings, this study can serve as a foundational reference for implementing specific strategies within English Language Teaching (ELT) departments and English as a Foreign Language (EFL) classrooms. One of the issues that necessitates attention is the insufficiency of teacher training during practicum and in English as Foreign Language (EFL) classrooms. Pokrivčáková (2018) also claims that such teacher training should focus on classroom management of mixed-ability groups to get teachers ready for their future careers. To effectively respond to this requirement, it is advisable for ELT departments to carefully evaluate their curriculum. Rather than isolating inclusive practices within a single course, a more effective approach would involve integrating them throughout the entire curriculum. An additional concern is related to the precise distinction of inclusive education. As previously stated, it is imperative to emphasize the

differentiation between special education and inclusive education while also ensuring that the curriculum encompasses explicit strategies for implementing inclusive education. Ultimately, it became evident that certain practices within the English Language Teaching (ELT) context, particularly those related to the instruction of specific skills, posed significant challenges. To address this matter, it is suggested that additional emphasis be placed on incorporating increased practice opportunities, developing supplementary materials, and implementing the application of said materials within English as a Foreign Language (EFL) classes during practicum. Considering supplementary materials, Allan (2010) criticizes the ones that are provided which look like checklists and do not address the problems. Instead in-service and pre-service teachers are in need of real-life experience and firsthand activities and materials with enough flexibility in order to address diversity in an inclusive classroom.

5.3 Suggestions for Further Studies

This study researched the opinions of pre-service and in-service EFL teachers towards inclusive education. The implementation of inclusive education was not questioned in detail, as the focus of the study was on opinions. Therefore, as a follow-up study to this one, in-service by basing on practice and their experiences and challenges that they face could highlight the specifics of an effective curriculum of IE in the ELT context.

Lack of teacher training and teacher education were two themes that came up in this study. Hence, a specifically designed curriculum for inclusive EFL education implementation and teacher training can be another area for research.

Even though policies seemed to be in place, these policies should be specified in terms of EFL and any other branches of inclusive education. Pokrivčáková (2018) states that there is a need to develop new organizational measures in order to achieve the overarching goal of enhancing foreign language education for learners with SEN. However, this should not entail any differences in terms of challenges and appropriate level of objectives for students without SEN (Pokrivčáková, 2018). There are various

specific areas in language teaching, and each should be addressed in an inclusive classroom. Related to this issue, the roles of stakeholders should be highlighted and emphasized in these policies. The stakeholders should also be informed, trained, and warned about their duties in implementing IE.

5.4 Conclusion

The purpose of this research was to gain an understanding of the attitudes held by pre-service and in-service teachers, as well as to determine the differences in the thoughts and concepts held by each group regarding the teaching of particular skills within the context of inclusive education in EFL context. Two data collection tools were chosen to understand pre-service and in-service teachers' opinions towards inclusive education from various aspects. Mixed method research design was used as it would provide better and more comprehensive results to the study.

The findings and the results demonstrated that inclusive education is perceived to be beneficial by many pre-service and in-service EFL teachers in the context of a private institution. Most of the participants showed positive attitude towards IE, and the reason for this is mostly the activities they have participated during their education. The group of participants who were not totally positive about IE mentioned the negative or inadequate support from other stakeholders such as school administration and parents of students with or without SEN. Hence, these concerns are needed to be addressed by policy makers and other stakeholders.

It is quite obvious that there is not a solitary category of individuals who are responsible for understanding and putting inclusive education into practice. When inclusive education is considered to be the primary goal to achieve in each and every step of educational systems, then it will be easier and much more applicable in the eyes of all stakeholders, including the participants of this study, in-service and pre-service teachers, as well as school administration, parents, and students with or without special educational needs.

In addition to implementation of inclusive education in schools, another aspect of this study was about ELT and how effective inclusive practices could be achieved in EFL classes. Clearly, this study showed that EFL in-service and pre-service teachers are in need of guidance and support during their studies at university, and after they become in-service teachers. This study will represent a step forward in the direction of inclusive practices in English Language Teaching departments and English as a Foreign Language courses. While there are some positive developments about

inclusive practices, it is obvious that inclusive education and EFL pre-service and in-service teachers should be considered separately and precise practices and solutions should be suggested for the well-being of teachers as well as students with SEN. Even though good intentions are in the way, there is still a significant amount of work to be done before the requirements of a fair educational system can be met.

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INVESTIGATING THE PERCEPTIONS, ATTITUDES, AND CONCERNS OF PRE-SERVICE AND IN-SERVICE ENGLISH LANGUAGE TEACHERS ON INCLUSIVE EDUCATION

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, İngiliz Dili Eğitimi Bölümü'nde öğretim üyesi Pelin İrgin'in danışmanlığında, İngilizce Dil Okulu'nda öğretim görevlisi ve TED Üniversitesi İngiliz Dili Eğitimi bölümü Yüksek Lisans programında öğrenci Öğretim Görevlisi Selda DELİKTAŞ tarafından yürütülmektedir. Araştırmanın amacı TED üniversitesi İngiliz Dili Eğitimi son sınıfta okuyan öğretmen adayları ve TED Üniversitesi İngiliz Dili Eğitimi programından mezun ve öğretmenlik mesleğinin ilk 5 yılında olan öğretmenlerin kapsayıcı eğitim ile ilgili yaklaşımlarını araştırmaktır. Bu çalışmanın katılımcılarını TED üniversitesi İngiliz Dili Eğitimi son sınıfta okuyan öğretmen adayları ve TED Üniversitesi İngiliz Dili Eğitimi programından mezun ve öğretmenlik mesleğinin ilk 5 yılında olan öğretmenler oluşturmaktadır.

"Investigating the perceptions, attitudes and concerns of pre-service and in-service English Language Teachers on inclusive education" isimli bu araştırmaya katılımınızı onayladığınız taktirde, Nisan 2022 ve Haziran 2022 tarihleri arasında projenin katılımcısı olacaksınız.

Proje araştırma ekibince size bilgisi iletilecek olan anket ve çevrimiçi görüşme gibi uygulamalara önceden belirlenen takvim doğrultusunda katılmanız istenecektir. Çalışma süresince ve sonrasında kimlik bilgileriniz proje dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler isminiz silinerek, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. 15 dakika sürecek bu anket ve gönüllü olmanız durumunda yaklaşık 30 dakika sürecek çevrimiçi görüşme uygulamasında yer alan hiçbir aşama, kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Selda Deliktaş'a (E-posta: , iş telefonu: , cep telefonu: iletişim kurabilirsiniz.

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na telefon numarasından veya i e-posta adresinden ulaşabilirsiniz.

Teşekkürler,

Selda Deliktaş

e-mail: s

İş telefon:

Cep telefonu:

Consent

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Bu proje kapsamında gereken anket ve gönüllü olmam durumunda çevrimiçi görüşme uygulamalarında yer alacağımı biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. Proje süresince ses kaydı alınacağını biliyorum. Ses kayıtlarının bilimsel makaleler, akademik

sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.

1. Projeye katılmak istiyorum

   Evet   Hayır

2. Projedeki anket uygulamasına katılmak istiyorum.

   Evet   Hayır

3. Projedeki çevrimiçi görüşmeye katılmak istiyorum.

   Evet   Hayır

4. Çevrimiçi görüşme için cevabınız evet ise, e-mail adresinizi yazınız:

5. Ses kayıtlarımın araştırma amaçlı kullanımına izin veriyorum.

   Evet   Hayır

Demographic Information

1. What is your age? _____

2. What is your gender?

A. Female   B. Male   C. Prefer not to say

3. Which grade are you teaching at the moment?

A. Primary School   B. Secondary School C. High School   D. University   E. Other

4. Are you a pre-service or in-service teacher?

A. Pre-service   B. In-service

5. Total year(s) of experience as an EFL instructor (in-service teachers only)

A. 6 months to 1 year   B. 1 to 3 years   C. 3 to 5 years

Category 1: Student teachers' attitudes about the purpose of schools and attitudes

1. I think all teachers should experience teaching pupils with special educational needs.

   A. Agree   B. Disagree   C. Don't Know

2. I think that streaming is the best practice for dealing effectively with pupils of different abilities.*Streaming: where pupils are differentiated according to general ability and taught in the same 'ability' classes for all subjects

   A. Agree   B. Disagree   C. Don't Know

3. It is more important for schools to promote academic achievement than social inclusion.

    A. Agree   B. Disagree   C. Don't Know

4. The most important role of a school is to ensure academic excellence.

    A. Agree   B. Disagree   C. Don't Know

5. Mainstream schools should not be allowed to exercise policies and structures that cater only for the needs of certain pupils thereby excluding others with special education needs.

    A. Agree   B. Disagree   C. Don't Know

6. Mainstream schools should have the final say in which pupils they can enroll.

    A. Agree   B. Disagree   C. Don't Know

Category 2: Concerns and anxieties about teaching in an inclusive educational setting

7. I have no experience in working with special education needs.

    A. Agree   B. Disagree   C. Don't Know

8. I am concerned I will not have the skills required to teach special educational needs in an inclusive setting.

    A. Agree   B. Disagree   C. Don't Know

9. I think some people claim to have special educational needs to get extra attention and special treatment.

    A. Agree   B. Disagree   C. Don't Know

10. Emotional and behavioral problems are often just an excuse for a lack of self-discipline.

    A. Agree   B. Disagree   C. Don't Know

11. Pupils with emotional and behavioral problems should be excluded from mainstream classes as they disrupt other pupils' progress.

    A. Agree   B. Disagree   C. Don't Know

12. It is a parent's role to ensure their child behaves properly.

    A. Agree   B. Disagree   C. Don't Know

13. I think that parents are often to blame for their child's poor behavior.

    A. Agree   B. Disagree   C. Don't Know

14. I think it is impossible to try and accommodate too many differences in one classroom.

    A. Agree   B. Disagree   C. Don't Know

15. Education has a first duty to look after the interests of pupils who are trying to learn.

    A. Agree   B. Disagree   C. Don't Know

16. I think you need to be a special kind of teacher to teach pupils with special educational needs.

    A. Agree   B. Disagree   C. Don't Know

17. I think your need a special interest in special educational needs to be an effective teacher of Special Education Needs (SEN).

    A. Agree   B. Disagree   C. Don't Know

18. A teacher should be concerned with educational issues and not be expected to deal with a pupil's emotional and behavioral problems.

    A. Agree   B. Disagree   C. Don't Know

Category 3: Personal beliefs and attitudes towards the ideology of inclusive education

19. I would prefer to teach in a selective educational system if I had the choice.

    A. Agree   B. Disagree   C. Don't Know

20. I don't think I would have done as well academically if I had been in an inclusive classroom when at school.

    A. Agree   B. Disagree   C. Don't Know

21. I think I would have benefited from being part of an inclusive classroom.

    A. Agree   B. Disagree   C. Don't Know

22. I enjoyed school and never had any real problem with learning.

    A. Agree   B. Disagree   C. Don't Know

23. It is more important for schools to promote social inclusion than academic achievement.

    A. Agree   B. Disagree   C. Don't Know

24. The best way to ensure equality of provision is for all pupils to be educated in an inclusive classroom.

    A. Agree   B. Disagree   C. Don't Know

25. Having pupils with diverse special educational needs in the classroom is unfair to other pupils who may be held back.

    A. Agree   B. Disagree   C. Don't Know

26. Parents should have the final say in which school their child attends.

    A. Agree   B. Disagree   C. Don't Know

B. Semi-structured interview questions

1. Do you have any idea about inclusive education?/ Kapsayıcı eğitim hakkında bir fikriniz var mı?

2. Have you had any training/course during or after your undergraduate studies?/ Kapsayıcı eğitim konusunda lisans hayatınız boyunca ya da sonrasında herhangi bir eğitim/ders aldınız mı?

3. If yes, what have you learnt about working with students with special needs during your studies?/ Evet ise, hizmet öğrenme deneyiminizden özel ihtiyaçları olan öğrencilere uygulama hakkında ne öğrendiniz?

4. Based on your knowledge, which skill(s) given below are more difficult or easier in an inclusive education EFL classroom? /Bilginize dayanarak, aşağıdaki becerilerin İngilizce eğitimi verilen sınıflarda hangilerinin daha zor ya da kolay olduğunu düşünüyorsunuz. Bunları aşağıdaki ölçeğe göre işaretler misiniz?

(4) Very difficult/Çok zor

(3) Difficult/Zor

(2) A little bit difficult/Biraz zor

(1) Not difficult at all/ Hiç zor değil.

1 Reading/Okuma 1 2 3 4

2 Listening/Dinleme 1 2 3 4

3 Speaking/Konuşma 1 2 3 4

4 Writing/Yazma 1 2 3 4

5. Can you expand on the skills you chose as "very difficult" and "difficult"? Why do you think it is more difficult to teach? / Seçtiğiniz becerilerden "çok zor" ve "zor" olan(lar) üzerine fikriniz nedir? Bu becerilerin öğretiminin neden zor olduğunu düşünüyorsunuz?

6. Can you expand on the skills you chose as "not very difficult"? Why do you think they are not difficult at all to teach compared to others? / Seçtiğiniz becerilerden "hiç zor değil" olan(lar) üzerine fikriniz nedir? Bu becerilerin diğer becerilere kıyasla neden daha kolay olabileceğini düşünüyorsunuz?

C. TED University Human Research Ethics Committee for Research Ethics Committee Approval

Evrak Tarih ve Sayısı: 29.12.2021-11453

TED ÜNİVERSİTESİ
İnsan Araştırmaları Etik Kurulu

TED ÜNİVERSİTESİ

Sayı	: E-27535802-100-11453	29.12.2021
Konu	: İnsan Araştırmaları Etik Kurulu	
	Başvurunuz	

Sayın ̇ ̈ ̈ Pelin İRGİN
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

İnsan Araştırmaları Etik Kurulu kararınız ektedir.

Saygılarımla,

Not:
*Koşullu Onay alan başvurular için gereken düznelemeler yapıldıktan sonra bir sonraki ayın 15'ini beklemeden revize edlmiş başvuru yapılabilir. Yapılan düzenlmeler, maddler halnde belirtilmelidir.
*Revize edilmiş başvurunuzu gönderirken, lütfen tüm revizyon maddeleri ile ilgili ne tür bir düzenleme yapıldığını ve düzenlemenin başvuru formu ve eklerinin hangi kısımlarında yapıldığını açıkça belirtiniz.

l   :.Ilgın GÖKLER DANIŞMAN
Kurul Başkanı

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK
KURULU
ETİK KURUL KARARLARI

Toplantı Tarihi   28.12.2021
Toplantı Sayısı   2021/13
Toplantı Yeri   Dekanlık Toplantı Odası
Toplantı Saati   10:00

Raportör   Serkan Karaca İAEK Sekreteri

Gündem   : Ted Üniverisetesi İnsan Araştırmları Etik kurulu Toplantıları COVİD-19 salgını nedeni ile online yapılmış olup kararları toplu olarak yazılıp e-imza ile imzaya açılmıştır.

GÖRÜŞME MADDELERİ

G.08   : TED Üniversitesi, İngiliz Dili Eğitimi Bölümü Anabilim Dalı Öğretim Üyesi   Pelin İrgin'in " Investigating the perceptions, attitudes, and concerns of preservice and in-service English Language Teachers on inclusive education " başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2021-13/08   : TED Üniversitesi İngiliz Dili Eğitimi Bölümü Anabilim Dalı Öğretim Üyesi   i Pelin İrgin'in " Investigating the perceptions, attitudes, and concerns of preservice and in-service English Language Teachers on inclusive education " başlıklı çalışmasının başvurunuzun araştırma etiğine uygun olduğuna,

ONAY KARARI VERİLDİ.

Öneriler:

1. Çalışmaya katılanlardan bazıları danışmanın öğrencisi oldukları için projeye katılımın bilgilenme dışında başka bir kazanımı olmayacağı bilgisi açıkça eklenebilir.
2. Veri analizlerinin tamamlanmasına kadar araştırmacının verilere ulaşamayacağı hem formda hem de duyuru metninde verilmiştir. Bunun onam formuna eklenmesi yerinde olacaktır.
3. Onam formunda araştırmacının kişisel bilgilerinin yanı sıra, danışman hocanın bilgilerinin de yer alması önerilir.

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