

REPUBLIC OF TÜRKİYE
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM

**SCRUTINIZING INCLUSION IN ENGLISH LANGUAGE TEACHING:
A COMPREHENSIVE STUDY OF TURKISH EFL TEACHERS**

A MASTER'S THESIS

BUSE YAŞAR

SUPERVISOR
ASSIST. PROF. DR. MERVE SAVAŞCI

AUGUST 2024

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DECLARATION

In this study that I prepared in accordance with the Sakarya University Institute of Educational Sciences Thesis-Project Writing Guide, I declare:

- I have obtained and presented all the information and documents included in the thesis within the framework of academic and ethical rules,
- I refer to the works I have used and cite them as a source,
- I have not made any change in the data used,
- I do not present the whole or any part of this thesis as another thesis study.

Buse YAŞAR

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I would like to express my sincere gratitude to my esteemed supervisor, Assist. Prof. Dr. Merve SAVAŞCI, for her endless support and invaluable guidance throughout this long and profoundly educational journey. I am also deeply grateful to my dear professors, Assoc. Prof. Dr. Cihat ATAR, and Assist. Prof. Dr. Elif BOZYİĞİT, for their significant contributions. Additionally, I would like to extend my heartfelt gratitude to the esteemed Prof. Dr. Bekir Fatih MERAL and Assoc. Prof. Dr. Aysun Öztuna KAPLAN for their valuable feedback and support during the expert evaluation process. Finally, I extend my sincere thanks to my esteemed undergraduate lecturer, Prof. Dr. Kemal Sinan ÖZMEN, along with all my teachers whose wisdom and efforts have been instrumental in my educational development.

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ABSTRACT

SCRUTINIZING INCLUSION IN ENGLISH LANGUAGE TEACHING:

A COMPREHENSIVE STUDY OF TURKISH EFL TEACHERS

Buse YAŞAR, Master's Thesis

Supervisor: Assist. Prof. Dr. Merve SAVAŞCI

Sakarya University, 2024.

The objectives of this descriptive mixed-methods study were five-fold: (1) determine Turkish EFL teachers' level of self-perceived knowledge concerning teaching the English language within the scope of inclusive education; (2) investigate EFL teachers' self-efficacy perceptions in inclusive classroom settings; (3) investigate EFL teachers' classroom practices in inclusive classroom settings; (4) identify the challenges, if any, that EFL teachers face in inclusive classroom settings; and (5) explore EFL teachers' self-perceived professional needs to overcome the difficulties they encounter in both planning and implementing the inclusive English language education practices in their classrooms. To this end, a total of 68 EFL teachers who taught the English language at mainstream schools in Yozgat Province during the 2023-2024 Academic year participated in the study. An adapted version of the survey that was developed by İlk and Açıklan (2018) and the Short Form of the Teachers' Self-efficacy Perceptions Scale (TEIP-SF), (Sahli Lozano et al., 2023), were used to collect quantitative data. Qualitative data, on the other hand, were obtained via semi-structured interviews conducted with a sample of ten participants. The study's findings indicated that most EFL teachers have low self-efficacy perceptions in teaching English to students with special needs (SSNs) in the scope of inclusive education. Even though they are familiar with the description of the term inclusive education, they face difficulties due to inadequate training for planning and implementing their SSN in inclusive classroom settings. Though most of them are regulating their classroom practices in accordance with their SSNs, they do not consider themselves sufficiently competent in this area. The study's conclusions indicate that EFL teachers require in-service teacher training to overcome the challenges they face in inclusive classroom settings and to raise awareness of individual differences and various special needs of the students. Furthermore, the necessity of making inclusive

education policies more practicable through collaborations with experts in the field and other stakeholders was emphasized.

Keywords: Inclusive education, Self-efficacy, Students with special needs, Turkish EFL teachers.



ÖZET

İNGİLİZCE DİL ÖĞRETİMİNDE KAYNAŞTIRMANIN İNCELENMESİ: TÜRK İNGİLİZCE ÖĞRETMENLERİ ÜZERİNE KAPSAMLI BİR ÇALIŞMA

Buse YAŞAR, Yüksek Lisans Tezi

Danışman: Dr. Öğr. Üyesi Merve SAVAŞCI

Sakarya Üniversitesi, 2024.

Bu betimleyici karma yöntem çalışmasının amaçları beş maddeden oluşmaktadır: İlk olarak (1) Türk İngilizce öğretmenlerinin kaynaştırma eğitimi kapsamında İngilizce öğretimine dair algılanan bilgi düzeylerini belirlemek, ikinci olarak (2) kaynaştırma sınıf ortamlarındaki Türk İngilizce öğretmenlerinin öz-yeterlik algılarını araştırmak, üçüncü olarak (3) Türk İngilizce öğretmenlerinin kaynaştırma sınıf ortamlarındaki sınıf uygulamalarını incelemek, dördüncü olarak (4) Türk İngilizce öğretmenlerinin kaynaştırma sınıf ortamlarında karşılaştıkları zorlukları ortaya çıkarmak ve beşinci olarak (5) kaynaştırma İngilizce eğitim uygulamalarını planlama ve uygulama sürecinde yaşadıkları zorlukları aşmak için Türk İngilizce öğretmenlerinin algılanan mesleki ihtiyaçlarını belirlemektir. Bu doğrultuda, 2023-2024 eğitim- öğretim yılında Yozgat İlindeki devlet okullarında İngilizce eğitimi veren toplamda 68 İngilizce öğretmeni çalışmaya katılmıştır. Nicel verilerin toplanması için, Sahli Lozano vd. (2023) tarafından geliştirilen Öğretmenlerin Öz Yeterlik Algıları Ölçeği'nin kısa versiyonu (TEIP-SF) ve İlk ve Açıklan (2018)'ın geliştirdikleri bir anketten uyarlanan versiyonu kullanılmıştır. Nitel veriler ise, 10 katılımcı ile gerçekleştirilen yarı yapılandırılmış görüşmeler aracılığıyla elde edilmiştir. Çalışmanın bulguları, Türk İngilizce öğretmenlerinin çoğunun kaynaştırma eğitimi kapsamında özel gereksinimli öğrencilere İngilizce öğretiminde düşük öz yeterlik algısına sahip olduğunu göstermektedir. Kaynaştırma eğitiminin tanımına aşına olsalar da kaynaştırma uygulaması gerçekleştirilen sınıf ortamlarında planlama ve uygulama için yeterince eğitim almamış olmaları nedeniyle zorluklarla karşılaşmaktadırlar. Çoğu öğretmen, sınıf uygulamalarını özel gereksinimli öğrencilerine göre düzenlemekte olsa da bu alanda da kendilerini yeterince yetkin görmemektedirler. Çalışmanın sonuçlarına göre, Türk İngilizce öğretmenleri kaynaştırma uygulaması gerçekleştirilen sınıf ortamlarında karşılaştıkları zorlukları aşmak ve öğrencilerin bireysel farklılıkları ile çeşitli özel gereksinimleri konularında farkındalıklarının artırılması için hizmet içi öğretmen eğitimlerine büyük ihtiyaç duymaktadır. Ayrıca, eğitimde kaynaştırma uygulamaları politikalarının alanında uzman

kişiler ve diğer paydaşlarla yapılacak iş birlikleri ile daha uygulanabilir kılınmasının gerekliliği vurgulanmıştır.

Anahtar Kelimeler: Kaynaştırma eğitimi, Öz-yeterlik, Özel gereksinimli öğrenciler, Türk İngilizce öğretmenleri.



CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
ÖZET	v
CONTENTS	vii
LIST OF TABLES.....	x
LIST OF ABBREVIATIONS.....	xii
CHAPTER I.....	1
INTRODUCTION	1
1.1. Background to the study	1
1.2. Statement of the problem.....	5
1.3. The aim of the study	7
1.4. Research questions	8
1.5. Limitations of the study	8
1.6. Definitions	9
CHAPTER II	10
LITERATURE REVIEW	10
2.1. Inclusive education	10
2.2. The theoretical background of inclusive education	10
2.3. The principles of inclusive education	11
2.4. Types of inclusive education	12
2.4.1. Full-time inclusion.....	12
2.4.2. Partial inclusion	13
2.4.3. Reverse inclusion.....	13
2.5. The history and policies of inclusive education in the world	13
2.6. The history and policies of inclusive education in Türkiye.....	15
2.7. Inclusive foreign language education	16
2.8. Teacher self-efficacy	17
2.9. Studies on inclusive education from the view of teachers	17
2.9.1. Teachers' inclusive behaviors and practices	20

2.9.2. Teachers' challenges in inclusive educational settings	22
2.9.3. The perceived needs of teachers in inclusive educational settings.....	24
CHAPTER III	27
METHODOLOGY	27
3.1. Research design	27
3.2. Setting.....	28
3.3. Participants	29
3.4. Data collection instruments	33
3.4.1. Scale	35
3.4.2. Survey	36
3.4.3. Semi-structured interviews	37
3.5. Data collection procedures	39
3.6. Data analysis procedures	40
CHAPTER IV	42
FINDINGS.....	42
4.1. Findings regarding the Turkish EFL teachers' level of perceived knowledge about teaching English Language in the scope of inclusive education	42
4.2. Findings regarding the self-efficacy perceptions of EFL teachers about inclusive education.....	46
4.2.1. Findings related to the efficacy in inclusive instruction.....	47
4.2.2. Findings related to the efficacy in managing behavior.....	49
4.2.3. Findings related to the efficacy in collaboration	50
4.3. Findings related to the instruction regulations of EFL teachers for SSN.....	57
4.4. Findings of Turkish EFL teachers' challenges in teaching the English language to SSN in the scope of inclusive education.....	59
4.5. Findings regarding the perceived professional needs of Turkish EFL teachers for teaching English language in scope of inclusive education	62
CHAPTER V.....	66
CONCLUSION, DISCUSSION, AND SUGGESTIONS	66
5.1. Conclusion and discussion	66
5.2. Implications	73
5.3. Suggestions for future studies.....	74
REFERENCES	76
APPENDICES.....	92

Appendix A	92
Appendix B.....	93
Appendix C.....	97
Appendix D	94



LIST OF TABLES

Table 1. Number of SSNs in Mainstream of Türkiye.....	15
Table 2. The Total Number of SSN Based on Schools in Yozgat.....	29
Table 3. Participant Demographics	30
Table 4. Participants' Field Of Employment.....	30
Table 5. Teaching Experiences of the Participants.....	31
Table 6. Undergraduate Departments of the Participants.....	31
Table 7. Education Levels of the Participants	32
Table 8. Demographics of the interviewees	33
Table 9. Data Collection Instruments Regarding the Research Questions.....	34
Table 10. Details of the Scale	36
Table 11. Details of Survey	37
Table 12. Details of Interview Questions	39
Table 13. Descriptive Statistics of EFL Teachers' Definitions of Inclusive Education.....	42
Table 14. Themes Related to the Definition of Inclusive Education.....	43
Table 15. EFL Teachers' Level of Perceived Knowledge Regarding Types of SSN	45
Table 16. Descriptive Statistics of Self-Efficacy scale to Its Factors.....	47
Table 17. Self-efficacy Levels for Inclusive Education Instruction.....	47
Table 18. Self-efficacy Levels for Managing Behaviour	49
Table 19. Self-efficacy Levels for Collaboration	50
Table 20. Descriptive Statistics of EFL Teachers' Self-Efficacy Perceptions.....	52
Table 21. Turkish EFL Teachers' Levels of Self-Efficacy Perceptions.....	52
Table 22. Reasons of EFL Teachers' not Considering Themselves Self-Efficacious in Teaching English to SSN.....	53
Table 23. EFL Teachers' Self-Efficacy Perceptions Regarding Teaching English Language in Scope of Inclusive Education	54
Table 24. Turkish EFL Teachers' Regulations in Their Instructions	57
Table 25. EFL Teachers' Adjustments İn Teaching Practices for SSN	58
Table 26. The Reasons of EFL Teachers' not Making Adjustments of Their Classroom Practices for SSN in Scope of Inclusive Education.....	59
Table 27. The Percentages of Turkish EFL Teachers' Challenges in the İnclusive Education Process.....	60
Table 28. EFL Teachers' Challenges in İnclusive Classroom Settings.....	60

Table 29. Percentages Regarding the Professional Needs of EFL Teachers in the Scope of Inclusive Education	63
Table 30. EFL Teachers' Perceived Professional Needs in Scope of Inclusive Education	63
Table 31. EFL Teachers' Perceived Professional Needs for Planning and Implementing of English Language Teaching for SSN	64



LIST OF ABBREVIATIONS

B.A.: Bachelor of Arts

CLIL: Content and Language Integrated Learning

CoHE: Council of Higher Education

CRPD: Convention on the Rights of Persons with Disabilities

EFL: English as a Foreign Language

IEP: Individualized Education Program

M.A.: Master of Arts

MoNE: Ministry of National Education

SEN: Special Educational Needs

SSNs: Students with Special Needs

TEIP: Teacher Efficacy for Inclusive Practices

TEIP-SF: Short Form of The Teacher Efficacy for Inclusive Practices

TSES: Teacher Self-Efficacy Scale

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the statement of the problem, the aim of the study, the research questions, the limitations of the study, and the definitions of the key terms.

1.1. Background to the study

In the context of our modernizing world, education serves as a key component of catching up with established norms and facilitating the integration of individuals into diverse social frameworks characterized by various competencies and opportunities. That "Everyone has the right to education" is stated clearly in the Declaration of Human Rights by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1948, p. 7). In today's context, as the modernizing world increasingly acknowledges individual differences within the societal order, these individual variances among the students gain more significance. These individual differences can be classified as students who speak various languages, need special equipment, cannot get to schools, do not need to learn, have special needs, are too sick, are too poor, or live too far away (Stubbs, 2008). With the Education for All Policy in the 1980s, numerous statements underscored the significance of guaranteeing both these individual differences and all the marginalized, excluded, and vulnerable individuals' access to education within the mainstream education system. Namely, inclusive practices in the field of education are needed to guarantee that everyone is integrated into education and for the provision of education to everyone, while also addressing potential individual differences in mainstream classrooms and eliminating the exclusion of any learners from the education system. Inclusion should be recognized as more than a setting or a service delivery model, rather an educational approach that entitles all the students to be appreciated and advanced within the academic curriculum (Çakıroğlu and Melekoğlu, 2014). As an academic agenda, inclusive education can be defined as the pedagogical approach that facilitates educational services to students with special needs (SSN) with their typically developed peers in mainstream schools (Kırcaali İftar, 1998). In

mainstream classroom settings, students with special needs (SSN) who exhibit individual distinctions from typically developed students, mostly related to their physical conditions or learning competencies (Eripek, 1998). In accordance with that, inclusive education is significant for SSN with its educational and social opportunities to be integrated into the society in an efficient manner (Strain and Kerr, 1981).

These SSNs commonly require individually planned educational programs due to their different educational needs (Eripek, 2004). In the past, these students received their education primarily in separate special education schools, but nowadays, their placement in inclusive educational environments is more widely accepted globally and in Türkiye (Sucuoğlu and Kargın, 2006). Additionally, in recent years, with the growing recognition of human rights, and the fact that education is accepted as a fundamental right for all individuals, inclusive education has gained considerable significance as a crucial concept within the educational policies of all countries (Sarı, Nayir, and Kahraman, 2020). In this sense, various strategies and frameworks have been utilized. As stated in the Salamanca World Conference, inclusive education is regarded as the most effective tool for addressing prejudice, fostering inclusivity, and realizing universal education goals (UNESCO, 1994). Inclusive educational classrooms, with their diverse composition, facilitate mutual tolerance and respect among the SSNs and their typically developed peers. Furthermore, inclusive education plays a critical role as an educational strategy that underscores the significance of SSN learning with typically developed students for both social and academic achievement (Chander, 2016). In this regard, inclusive education supports the social and academic skills of both SSN and typically developed peers (Girli and Aksoy, 2012).

Regarding the Turkish context, Article 42 of the Constitution of the Republic of Türkiye (1982) explicitly states that all students must be included in the educational process, which is in line with the 1948 UNESCO Declaration on Human Rights. The commitment to ensuring the right to education for all individuals without discrimination emphasizes the requirement of providing equal educational opportunities through equitable access to educational resources for all members of society. Additionally, the Regulation on Special Education Services, which came into effect in the year 2000, elaborates extensively on the special education services to be provided to SSNs, detailing the stages of their diagnosis, placement, and evaluation. In this regulation, inclusive education is defined as special education practices that supply support services depending on the principle of students requiring special education, continuing their

education alongside their typically developed peers in formal and private, preschool, primary, secondary, and adult education institutions (MoNE, 2000).

In accordance with foreign language instruction, because of its function as a medium of communication and its pivotal role as a lingua franca, teaching English has gained more significance (Seidlhofer, 2005). Besides, in today's world in which the boundaries are removed in terms of communication to keep up with social and technological developments, each person needs to know a foreign language, particularly English (Günday, 2007). To align with the modern paradigm and contemporary education frameworks, a regulation was implemented in the academic year of 2012-2013 to provide English language instruction from the age of 6 (from the second grade of primary school onwards) in the Turkish context (Bayyurt, 2012). Regarding the foreign language instruction of SSNs, their education is tailored according to the objectives outlined in individualized education programs; additionally, as for the effective teaching process of the English language, selecting the appropriate teaching strategies is crucial. According to Nunan (1998), learning strategies are the mental processes students employ to acquire and use the target language. Besides, Chomsky (1957) argued that language is acquired through innate mechanisms, enabling learners to generate limitless output from a finite set of language rules, emphasizing that language is acquired not through habit but through internal predispositions (Caroll, 1986). Along with these significant theories, it is highly important to acknowledge the individual differences, requirements, and competencies of the students in order to properly design and implement the English language teaching process (Demirel, 2007). Not only in regular educational settings but also in inclusive classrooms, it is estimated that acknowledging the needs of all the students and planning the English lessons in accordance with the special needs of the students could promote the English language teaching process (Efe, 2011). Additionally, teaching English is ensured by both national and international legislation, as well (Katalin, 2006). These agreements and declarations reinforce the significance of inclusive education; however, they do not guarantee that all students will have the opportunity to access mainstream educational environments, nor do they ensure the achievement of their education within mainstream settings (Amor, Hagiwara, Shogren, Thompson, Verdugo, Burke, and Aguayo, 2019).

In addition to these agreements and declarations, various factors tend to promote the achievement of inclusive education. One such factor is the company of teachers to enable individuals' adjustment to the educational environment. In this sense, examining the potentially effective factors on teachers' achievement of inclusive practices, such as their self-efficacy

perceptions, challenges, and perceived needs in inclusive educational settings, could be vital in promoting the process of inclusive education (Özdemir, 2008). Additionally, customizing these factors (i.e., self-efficacy perceptions, challenges, and perceived professional needs of teachers) into EFL teachers might yield significant implications.

Teachers' self-efficacy perceptions of inclusive education might be an important step in developing efforts to enhance attitudes toward SSN, promote inclusive behaviors, and develop more effective inclusive learning environments within regular classrooms as they are one of the key terms potentially facilitating the efficiency of implementing inclusive education (Antonak and Livneh, 2000; MacFarlane and Woolfson, 2013; Monsen and Frederickson, 2004; Monsen, Ewing, and Kwoka, 2014). Self-efficacy may be defined as individuals' self-assessment of their capability to be successful through proficiently orchestrating the necessary elements to demonstrate their performance (Bandura, 1986). Forlin, Earle, Loreman, and Sharma (2011) state that there is a relationship between teachers' self-efficacy beliefs towards inclusive education and their practices in inclusive educational classroom settings. In other words, while some of them see themselves as sufficiently equipped and efficacious in teaching inclusive educational contexts and supporting the inclusion process, some advocate the significance of exclusive education for SSNs with their peers having similar conditions and being educated by special education teachers. Besides, exploring teachers' self-efficacy perceptions for inclusive education is crucial also for the development of regulations, interventions, and the transformation of educational content in this field (Ross Hill, 2009). Furthermore, with the identification of teachers' self-efficacy beliefs, precise pedagogical directives may be formulated that are suitable for inclusive policies (Makoelle, 2014). As a significant concept for addressing and increasing students' learning outcomes as well as the effectiveness of the teaching process, investigating the self-efficacy perceptions of EFL teachers may be crucial for promoting the teaching process (Bandura, 1997). In the context of EFL, teacher self-efficacy pertains to the cognitive orientation and assurance of educators regarding their aptitude to English language instruction to individuals who are non-native speakers within a foreign language environment (Duygun, 2023).

Another important point in increasing the effectiveness of inclusive education may be identifying the challenges teachers face during their inclusive education process. In their study, Vural, Pişkin, and Durmuşoğlu (2021) concluded that since the physical conditions were not sufficient to address the individual requirements of all the students, teachers faced challenges in the implementation process and adaptation of their educational contexts to provide the

appropriate materials and instruction of all the students. Additionally, there are some studies which conclude that teachers consider themselves as having low self-efficacy (e.g., Ali, Mustapha, and Jelas, 2006; Haug, 2017). With the framework of the EFL context, EFL teachers state that they have been experiencing problems with insufficient materials and lacking enough training regarding teaching the English language via various methods addressing the SSNs in their inclusive classrooms (Akalin, Demir, Sucuoğlu, Bakkaloğlu, and İşcen, 2014). Besides, EFL teachers stated that they received theoretical information regarding inclusive education; nevertheless, they could not have sufficient opportunity to practice teaching the English language to SSNs during their teaching practicum (Vural et al., 2021). Additionally, EFL teachers stated that as a result of the high number of students in their classrooms, and the inadequacy of appropriate physical facilities for SSNs, it is challenging to plan and implement the Individual Education Program (IEP) in their inclusive educational classrooms (Tekin Ersan and Ata, 2017).

Finally, an examination of teachers' perceived professional needs reveals that many educators feel inadequately prepared to implement diverse methods and practices to address the individual differences of SSNs in inclusive classrooms, largely due to insufficient training (Kahrıman Pamuk and Bal, 2019). These professional needs may stem from various reasons. For instance, they could be about the school administrators, namely their support to teachers in inclusive settings for complying with the appropriate regulations for the implementation of SSNs (Vural et al., 2021). In the context of EFL, EFL teachers need teacher training for adapting appropriate materials, homework for SSNs, and how to give suitable instructions to these students, and encourage and support these students, as well (Wood, 2002).

To sum up, considering all these requirements, further investigation regarding exploring teachers' self-efficacy perceptions, levels of awareness of inclusive education and investigating their challenges and perceived professional needs in inclusive educational settings could contribute to the national and international literature to plan and implement the strategies for integrating SSNs in inclusive educational classrooms (Izgar and İlter, 2022).

1.2. Statement of the problem

To promote involvement and integration within cultures and communities, as well as to address responsiveness to the diversity of needs of all students, it is believed that conducting empirical

research based on inclusive education is a key component (Britain, 2000). Furthermore, it is thought that administering empirical research on inclusive education might provide important new outcomes about inclusive practices and education for the other stakeholders, as well. Additionally, it is considered to be significant to reinforce the importance of promoting specific attitudes and beliefs towards inclusive education and increase proficiency in planning and carrying out inclusive activities (Ismailos, Gallagher, Bennett, and Li, 2022).

Along with this underscored significance and highly extensiveness of inclusive education, various studies (e.g., Abercrombie, 2009; Ainscow, 2004, 2011, 2020; Aran, 2018; Arthur, 2023; Başturan and Görgü, 2020; Bouillet, 2013; Demir and Açar, 2011; Efe, 2011; Eripek, 2004; Estrada, 2013; Gunnþórsdóttir and Jóhannesson, 2014; Hodkinson, 2010; Kaya, 2016; Kesik and Beycioğlu, 2022; Mastropieri and Scruggs, 2010; Melekoğlu, 2013; Melekoğlu, Sağlam Ak, Kaya, and Ballıoğlu, 2023; Rakap and Kaczmarek, 2010; Schmidt, 2023; Valeo, 2008; Vural et al., 2021; Zeybek, 2015; Zhalelkanova, 2019) have been conducted recently in both national and international contexts to explore different aspects of this agenda. Among these studies, there have been studies seeking to determine teacher self-efficacy levels in inclusive education contexts (e.g., Dolapçı and Demirtaş, 2016; Ferlis, 2012; Karabulut, 2023; Teke and Sözbilir, 2021), and some other studies have focused on the level of awarenesses of teachers (e.g., Aran, 2018; Bosch, 2015; Demir and Açar, 2011; Eser, 2019; Gunnþórsdóttir and Jóhannesson, 2014; Kaya, 2016; Melekoğlu, 2013; Melekoğlu, Sağlam Ak, Kaya, and Ballıoğlu, 2023; Rakap and Kaczmarek, 2010; Segall, 2008; Yıldız, 2020), and teacher candidates (e.g., Çetin, 2020; Eripek, 2004; Mastropieri & Scruggs, 2010; Zhalelkanova, 2019) regarding inclusive education. Additionally, there have been studies regarding the difficulties that teachers face in inclusive education contexts (e.g., Abercrombie, 2009; Başturan and Görgü, 2020; Bouillet, 2013; Kesik and Beycioğlu, 2022; Vural et al., 2021).

Additionally, as a significant requirement to foster the success of mainstreaming educational process for addressing all the students, the English language in inclusive classroom settings also needs to be regulated according to individual differences, and effective education is provided by prioritizing students' differences, interests, and learning styles and needs (Mastropieri and Scruggs, 2010). However, there is a limited number of studies conducted with EFL teachers' teaching processes in inclusive education classroom settings (e.g., Aran, 2018; Çulha, 2010; Efe, 2011; Estrada, 2013; Kaya, 2017; Zeybek, 2015; Zhalelkanova, 2019), which creates a gap in the field (Kaya, 2017). Çulha (2010) revealed that utilizing individualized education plans alongside simultaneous prompting could be an efficacious approach to teaching the English

language to SSNs. Besides, the study underscored that the participants demonstrated the competency to apply the acquired English vocabulary to additional sets of materials. In the Turkish context, Efe (2011) found out that teachers have suggested that before implementing inclusive practices, they should be informed about these students, basic skills that may serve as prerequisites for foreign language instruction in individualized education programs tailored for these students should be addressed, visual-auditory and activity-based instruction should be provided in classrooms, and various adaptations should be made according to the needs of the students. According to the research findings of Zeybek (2015), because they lack knowledge about inclusive education, including how to create Individualized Education Programs (IEPs) and how to teach English skills and concepts to SSNs in their classrooms, the majority of the EFL teachers expressed dissatisfaction with the presence of inclusive students in regular classrooms. In a similar vein, Kaya (2017) investigated the unfavorable views that EFL teachers held regarding inclusive education. Furthermore, although SSN promoted inclusion in English lessons, most EFL teachers were generally opposed to the idea.

Furthermore, previous research on the challenges faced by EFL teachers in inclusive classrooms (e.g., Başturan and Görgü, 2020; Bouillet, 2013; Kesik and Beycioğlu, 2022; Vural et al., 2021) consistently indicated that teachers struggle to meet the various needs of each student in their inclusive classrooms, which occasionally hampers their classroom management competencies. Additionally, the problem was intensified by overcrowded classes (Başturan and Görgü, 2020; Vural et al., 2021).

In conclusion, it is evident that English language teaching within the scope of inclusive education in mainstream schools has not been adequately addressed by researchers in Türkiye. To enrich both national and international literature, further studies are required to explore English teachers' self-efficacies, classroom practices, the challenges they encounter, their perceived professional needs, and the level of effectiveness of inclusive education-related practices.

1.3. The aim of the study

The aim of this study is to identify Turkish EFL teachers' level of self-perceived knowledge and self-efficacy perceptions regarding the process of teaching the English language to SSNs

in the scope of inclusive education, besides investigating the classroom practices, challenges, and perceived professional needs of Turkish EFL teachers in this field.

In accordance with the aims of the study, the following research questions were addressed.

1.4. Research questions

1. What is Turkish EFL teachers' level of perceived knowledge regarding the concept of teaching English language in the scope of inclusive education?
2. Do Turkish EFL teachers consider themselves professionally self-efficacious in teaching the English language to students with special needs in inclusive classroom settings in mainstream schools?
3. Do Turkish EFL teachers accommodate their instruction in mainstream schools based on the needs of SSNs?
 - 3.1. If so, what are these accommodations?
4. Do Turkish EFL teachers encounter any challenges in teaching the English language to SSNs in inclusive classroom settings in mainstream schools?
 - 4.1. If so, what are these challenges?
5. What are the self-perceived professional needs of Turkish EFL teachers to overcome challenges in both implementing and planning inclusive English language education practices in their classrooms?

1.5. Limitations of the study

There are several limitations of the study. The small size of the participants of the study is basically one of the potential limitations. Since the participants of the study were 68 EFL teachers teaching SSNs in Yozgat Province in Türkiye, this may not reflect the situation in the other contexts in other provinces within the same country's education system beyond Yozgat Province. Nevertheless, it is still considered significant for laying the groundwork for the literature and future studies based on the data collected. Additionally, the data were merely based on the perceived knowledge, self-efficacy perceptions, instructional practices, professional needs, and challenges of the EFL teachers; other stakeholders (e.g., students, parents, and school administrators) were not integrated into the study. Furthermore, given that the data are self-reported, they may be subject to inherent biases. To mitigate these biases,

observational methods were not incorporated. All in all, limited time and resources may have slightly restricted the scope of the study regarding the data collection and analysis phases.

1.6. Definitions

Special education: Special education may be defined in various types depending on who is responding; from the view of parents who have a child with special education, of the school board member, and of special education teachers. Nevertheless, as a universally accepted definition, special education means a way of education that gives personalized teaching and helps to students with special needs so that they can get better life outcomes (Rosenberg, Westling, and McLeskey, 2011). The main purpose of special education is to enhance an individual's skills to be able to adapt to society and develop more independent life skills (İlk and Açıkalin, 2018).

Inclusive education: Booth and Ainscow (2002) describe the term “inclusive education” as tailoring all the components of education addressing the special needs and disabilities of students to be able to make them feel a part of the educational settings. Inclusive education represents an approach that provides an adaptation at educational institutions, mainstream educational settings, and curriculum to address the needs of all the students, rather than solely integrating certain student groups into the regular educational settings, and it supplies equal opportunities for all the students in the same educational settings regardless of their individual differences, special needs and disabilities (Singh, 2016).

Students with special needs (SSN): According to Eripek (1998), SSN may be characterized who exhibit differences in physical traits or learning abilities in contrast to typically developed individuals. According to Rosenberg et al (2011), individuals with impairments such as autism, hearing loss, psychological disorder, intellectual disorder, various impairments, orthopedic damages, other health impairments, specific learning disabilities, speech or language disorders, and blindness are included in the wide range of SSN-afflicted individuals.

CHAPTER II

LITERATURE REVIEW

This chapter presents an explanation of the term inclusive education and its types, theoretical background, and principles. It then continues with the presentation of details regarding the history of inclusive education around the world and in Türkiye. Finally, it offers a thorough discussion of earlier studies conducted on inclusive education, the practices, and the needs of teachers in inclusive educational settings in Turkish and international contexts.

2.1. Inclusive education

The concept of inclusive education can be defined as the philosophy of not only providing specifically designed educational mainstreams for students with special needs but also they are adjusted to accommodate reorganized educational programs and mainstream processes to provide all the students feel included within their classrooms (Booth and Ainscow, 2002). Its main goal is to increase the participation and recognition of all students in regular educational contexts (Brownell, Sindelar, Kiely, and Danielson, 2010).

2.2. The theoretical background of inclusive education

Based on constructivist educational principles, inclusive pedagogy provides students with autonomy over their own learning processes by putting them at the center of it. In particular, it underscores the perspectives of disadvantaged individuals and the variety of individual diversities among these students, calling into question assumptions about the suitability of specific instructional approaches for various groups of learners (Ainscow and Booth, 2002). Moreover, this perspective emphasizes the significance of the social component of learning by considering the students as crucial learning resources as a whole. This aligns with a holistic paradigm where schools are responsible for facilitating the cognitive, emotional, cultural, and academic development of their students (Leicester, 2008).

Moreover, different perspectives and definitions of inclusive education have resulted in various theories of this agenda (Clough and Corbett, 2000). The approaches to inclusive education have been classified into five as follows:

1. The Curriculum Approaches Model: It emphasizes the significance of adapting the curriculum regarding the needs of students with special needs;
2. The School Improvement Strategies Model: It suppresses the need to recognize the schools physically suitable for students with special needs, as well;
3. The Disability Model: It represents the concept of SSNs' traits or psychological acceptance of their exclusion because of their disabilities;
4. The Pedagogic Approach Model: This model emphasizes the impairment of addressing the deficit of medically diagnosed disabled students;
5. The Socio-ecological Model: It shows the importance of social acceptance of students with special needs in society regardless of their disabilities (Ainscow and Cesar, 2006).

2.3. The principles of inclusive education

Inclusive education represents a methodological approach that investigates how educational institutions and diverse educational contexts can be adapted to cater to the requirements of all students. It emphasizes equitable participation over simple integration of some students into mainstream schools. Ensuring equal access and opportunities across all areas, regardless of individual ability, this inclusive approach is widely approved for educating SSNs along with their typically developed peers (Singh, 2016). Thus, inclusive education presents an opportunity to regulate the entire educational system to embrace the diversity of students, fostering personal development, instructional strategies, and assessments (Jha, 2007). Assuring the achievement of inclusion relies on several basic principles to be followed during both the placement and mainstreaming of SSNs in regular educational settings (Kargin, 2004). Despite variations in the planning and implementation of the inclusive education process, its fundamental objectives are always the same: to remove barriers to learning and engagement, allocate resources to support these goals, and promote diversity by giving voice to underrepresented people and groups (Sakız, Ekinci, and Baş, 2020).

All in all, to facilitate the achievement of these objectives, the main principles of inclusive education policies have been stated as follows:

1. All the stakeholders of educational settings cooperatively show tolerance and support the inclusion of students with special needs.
2. Teachers' positive attitudes towards SSNs are essential in inclusive education.
3. Classrooms should be redesigned according to the needs of SSNs to support a positive atmosphere and accessible environment for all the students.
4. Educational policies should give SSNs a chance to participate in social and academic activities.
5. SSNs' peers should be prepared for the inclusion process, as well.
6. Professional training both for teachers and regular students to get them being aware of inclusive education.
7. Cooperation between parents and teachers of SSNs is vital for mainstreaming inclusive education effectively (Kargin, 2004).

2.4. Types of inclusive education

SSNs basically have three placement opportunities in regular educational settings aligned with inclusive education, namely full-time, partial, and reverse inclusion (Rakap and Kaczmarek, 2010).

2.4.1. Full-time inclusion

In order to socially integrate and supply education with their regular peers, special education services, special equipment, and educational materials are provided in the regular educational settings at kindergarten, primary, and secondary levels with the physical and social arrangements according to the conditions of SSNs (MoNe, 2010). In these schools providing inclusive education, it is crucial to place the SSNs in the ideal classroom sizes, namely the size of the classes should not exceed 14 students at the preschool level and 30 in primary and secondary educational settings. SSNs are placed equally across these classes; moreover, under the circumstance of having SSNs with severe conditions, they are taught in separate classrooms

in these schools, while students with mild disabilities receive education in the same classrooms as their peers (Kırcaali İftar and Batu, 2010).

2.4.2. Partial inclusion

Partial inclusion supplies a student with special needs to be enlisted in a special class while attending inclusive classes for subjects where they can succeed. The appropriate class sizes should be 10 students at preschool and elementary levels and up to 15 at middle and high school levels (MoNe, 2010). Moreover, not only students in special education classes but also students in special education schools (education practice school, autistic children education center, hearing-impaired primary school) have the opportunity to participate in some classes and social activities as their typically developing peers in the partial inclusion system (The Turkish Official Gazette, 2000).

2.4.3. Reverse inclusion

With this type of inclusion, students without special needs may have the chance to participate in classes opened specifically for inclusive practices in special education schools, particularly in preschool education, based on their preferences (Kırcaali İftar and Batu, 2010). The class sizes can accommodate up to 20 students at preschool, elementary, middle, and high school levels (MoNE, 2010). Reverse inclusion represents a promising approach to promoting inclusivity and enhancing educational experiences for all students. By integrating typically developing peers into special education settings, this approach aims to create more equitable and empathetic learning environments. Ongoing research and practice are essential to refine and expand the implementation of reverse inclusion, ensuring its effectiveness and sustainability in diverse educational contexts (Kırcaali İftar and Batu, 2010).

2.5. The history and policies of inclusive education in the world

The Universal Declaration of Human Rights (1948), stating that every person has the right to achieve education, has initially ensured and originated the genre of inclusive education. In the 1960s, the concept called normalization meant all individuals were educated in normal contexts;

additionally, in the 1970s, the least restrictive contexts for all individuals were accepted (Yücesoy Özkan, Kırkgöz, and Beşdere, 2019). The term least restrictive environment that provides individuals with special needs chance to be achieve education in the same educational contexts as their peers has also formed the basis of the phenomena called mainstreaming education in the 1980s (Kırcaali İftar and Batu, 2010). During this period, inclusion primarily aimed to provide SSNs with equitable opportunities. By the 1990s, this concept evolved into an integration approach, which not only ensured equal opportunities but also enhanced the support and participation of SSNs within regular educational settings alongside their peers (Yücesoy Özkan et al., 2019). In 1990, the first World Conference on Education for All was placed by UNESCO and it has ensured the basic needs of SSNs and emphasized the significance of overcoming the handicaps of providing equality among the SSN and their regular peers in inclusive classroom settings (UNESCO, 1990).

To raise awareness of the challenges of individuals with disabilities, the European Union announced 2003 to be the "European Year of People with Disabilities." Concurrently, it introduced a European Action Plan for especially needed people, underscoring the transition from categorizing disabled individuals as passive recipients of assistance to recognizing their legitimate demands for equal rights, highlighting the close relationship between inclusion and participation (European Commission of the European Communities, 2003). Furthermore, the Convention on the Rights of Persons with Disabilities (CRPD; United Nations, 2006), which was adopted by the UN in 2006, underscores the right of people with disabilities and addressing special educational needs (SEN) to access education within the mainstream educational system (see Article 24). Moreover, with the 2006–2015 Council of Europe Action Plan aiming to create effective anti-discrimination measures within the 47 member nations of the Council of Europe, the active involvement of SSNs was encouraged in all aspects of life. This action plan provides governments with a useful framework for formulating inclusive laws, policies, and practices (Council of Europe, 2006). All in all, with the regulations and improvements discussed above, flexible and adaptable frameworks and adaptations in key areas in each field of life, especially in education, SSNs have been accepted in regular educational settings as parts of the process, not the burden of it (Sucuoğlu and Kargın, 2006).

2.6. The history and policies of inclusive education in Türkiye

With the widely accepted legislation on Education for All in the United States, special education was legislated with the Law of Students with Special Needs numbered 2916 in 1983 (Diken, 2008). In addition to that, No. 573, issued in 1997, has also contributed to explaining and making clear the basic principles of special education and emphasized components of the inclusive education process to effectively include SSNs within regular educational settings (Kargin, 2004). However, the key points of inclusive education were formally founded by the Ministry of National Education's Regulation on Special Education Services, published on January 18, 2000, in Türkiye, and it has operated the educational diagnosis, monitoring, and evaluation process of SSNs to the regular educational settings (Special Education Regulation, 2006). Additionally, an updated regulation was enacted and published in the Official Gazette on July 7, 2018, as a result of the requirements to recently address and evolvments in service provision. The new regulation adopts a more inclusive educational approach and introduces an improved and facilitative service model for SSNs covering all educational stages from early childhood (Special Education Regulation, 2018). Due to these regulations, as provided in Table 1, the number of SSNs participating in inclusive education (MoNE, 2023) has been increasing day by day in Türkiye.

Table 1

Number of SSNs in Mainstream of Türkiye

Academic Year	Number of SSN
2019	283.302
2020	318.327
2021	318.921
2022	334.373
2023	359.711

As can be seen in Table 1, in the year 2019, 283.302 students with special needs took advantage of inclusive education, and in 2023, it has increased by approximately 51% and reached 359.711 (Information Report on Special Education Services of MoNE, 2023).

2.7. Inclusive foreign language education

The prevalence of the view that stages of first and second language acquisition exhibit parallelism is notable and parallel with the theory of Krashen (1981) called natural order. It suggests that grammatical structures are acquired in a certain sequence; consequently, the limitations present in students regarding different components of language need to be taken into account in their inclusive EFL education (Lundberg, 2002). Griffiths (2012) also states that educating SSN is demanding even in their mother tongue, as a result, it can be asserted that planning, implementing, and maintaining foreign language education for such students is highly challenging. The challenges that SSNs may encounter during their EFL education process can be categorized as follows: Firstly, they may struggle with understanding how to participate in classroom discourse effectively. Secondly, they might have difficulties using the language outside of specific social contexts, which is often referred to as out-of-context language. Additionally, SSNs may face challenges in engaging in discussions about language itself, which involves metalinguistic skills. Finally, they may exhibit limited ability to adapt their language use beyond a basic level of proficiency (Polloway, 2003). Besides, handling the appropriate methods to mainstream the inclusive foreign language learning process, given the nature of academic work and the complexity of course design, is also a matter for the instructors (Arries, 1999).

To overcome these challenges by motivating these students to acquire EFL education and improve their basic skills, all schools need to implement new methods and also locate sufficiently equipped EFL teachers to deliver EFL instruction customized for SSNs (Schwarz, 1997). As stated by the National Standards in Foreign Language Education Project (1996), "Students once shut out of language courses prosper in classrooms that acknowledge that ALL students are capable of learning other languages given opportunities for quality instruction" (p. 18). Additionally, the significance of accommodating procedures of exchanging methods for educating culturally and linguistically diverse SSNs in regular educational settings with suitable conditions according to their needs to provide effective EFL education outcomes should be emphasized (Estrada, 2013).

2.8. Teacher self-efficacy

Self-efficacy may be defined as the belief in one's capability to initiate and maintain actions to attain desired outcomes within a given context, in other words, it may be described as an individual's perception, judgment, and belief in his ability and skills to deal with different situations and to fulfill a specific activity (Bandura, 1997). According to Bandura (1997), individuals interpret information about their own capabilities to generate ideas about their own efficacy. Four sources provide this information: verbal persuasion, vicarious experiences (social role models), mastery experiences (performance outcomes), and physiological and affective states (Bandura, 1997). One of the most significant notions that align with the concept of self-efficacy is teachers' self-efficacy beliefs and perceptions (Ekici, 2008). Teacher self-efficacy refers to the capability of teachers to explain their professional knowledge and skills (Teke and Sözbilir, 2021). To teach effectively and overcome challenges experienced during this process, teachers' self-efficacy beliefs and perceptions regarding their abilities play a significant role in achieving their desired performances (Aydın and Yıldırım, 2022). Moreover, teachers' beliefs in their ability to fulfill inclusive education requirements and their high self-efficacy perceptions regarding meeting the expected tasks in the education of individuals with special needs are crucial for the success of inclusive practices in the future (Başpınar and Sönmez, 2021). Research indicates that teachers with high self-efficacy perceptions, via appropriate techniques and additional effort, allocate more time to academic activities in the classroom. Furthermore, they provide support that enables struggling students to succeed and reward their academic progress. These teachers also demonstrate proficiency in devising and implementing better lesson plans, and engaging students in discussions, and thus, have shown that even the most challenging students are capable of learning (Meral and Bilgiç, 2012).

2.9. Studies on inclusive education from the view of teachers

After the review of studies in international and national contexts, it has been concluded that the significance of inclusive education has been widely accepted and acknowledged. To shed light on the study, the studies were classified related to the thesis statement into four subcategories as follow:

1. Studies regarding teachers' and teacher candidates' self-efficacies for inclusive practices,
2. Teachers' inclusive behaviors, and practices
3. Teachers' challenges in inclusive educational settings,
4. Teachers' needs in inclusive classroom settings.

2.9.1. Teachers' and teacher candidates' self-efficacy perceptions regarding inclusive instruction

In-service teachers' self-efficacy perceptions and levels of awareness have a crucial role in their achievement and motivation in their inclusive classroom settings (Monsen et al., 2014). There is a relationship between teachers' attitudes towards inclusive education and their self-efficacy beliefs, while some of them see themselves as sufficiently equipped and efficacious in teaching inclusive educational contexts and support the inclusion process, some advocate the significance of exclusive education for SSNs with their peers having similar conditions and educated by special education teachers (Forlin et al., 2008). A review of both national and international literature reveals several studies examining teachers' self-efficacy perceptions. These studies have explored the levels of self-efficacy among teachers and potential factors influencing these perceptions. Some studies (e.g., Dolapçı and Demirtaş, 2016; Leskinen, Yada, Savolainen, and Schwab, 2022; Karabulut, 2023; Melekoğlu, 2013; Omoro and Possi, 2023; Shifere Bishaw, 2013) have found high levels of self-efficacy among teachers, whereas others (e.g., Gunnþórsdóttir and Jóhannesson, 2013; Kandemir, Kurt, & Apaydın, 2021; Makoelle, 2014) have reported lower levels. Regarding the participants, some of these studies (e.g., Dolapçı & Demirtaş, 2016; Karabulut, 2023; Melekoğlu, 2013) have been conducted with teacher candidates, while others (e.g., Gunnþórsdóttir and Jóhannesson, 2013; Kandemir, Kurt, and Apaydın, 2021; Leskinen, Yada, Savolainen, and Schwab, 2022; Makoelle, 2014; Omoro and Possi, 2023; Shifere Bishaw, 2013) have been conducted with in-service teachers.

In the international context, several studies have investigated teachers' attitudes and self-efficacy perceptions regarding inclusive education. Gunnþórsdóttir and Jóhannesson (2013) explored these aspects among Icelandic compulsory school teachers using historical discourse analysis. Their findings revealed that teachers perceive inclusion as an additional burden, which negatively impacts their self-efficacy perceptions.

Similarly, Makoelle (2014) conducted action research to address teachers' negative attitudes towards inclusive education and to explore potential solutions. This study categorized 15 volunteer teachers into junior, specialist, and senior specialist groups, finding that educators were reluctant to adopt new methodologies and perceived themselves as having low self-efficacy. The research highlighted the need for active teacher participation in the planning and implementation of inclusive practices to positively shift their attitudes.

Leskinen, Yada, Savolainen, and Schwab (2022) performed a meta-analysis to examine the relationship between teachers' self-efficacy and their attitudes toward inclusive education. Their study concluded that there is a positive and moderate correlation between these variables, emphasizing that teachers' self-efficacy levels are significant predictors of their attitudes. This suggests that enhancing self-efficacy can improve teachers' attitudes and effectiveness in inclusive settings.

In another international study from the EFL context, Shifere Bishaw (2013) investigated the attitudes and self-efficacy perceptions of teachers and visually impaired students in Ethiopia. The mixed-methods research indicated a positive attitude towards inclusive teaching among both teachers and students, with teachers reporting moderate self-efficacy in inclusive education.

Conversely, Omoro and Possi (2023) examined the self-efficacy of 72 Tanzanian primary school teachers in relation to teaching SSNs. Their study found a significant positive correlation between self-efficacy and inclusive practices but noted a discrepancy between teachers' self-reported efficacy and their actual practices. This suggests a need to address personal factors and classroom environments to better integrate inclusive practices.

In examining the national context, several studies have investigated self-efficacy perceptions and attitudes towards inclusive education among pre-service (e.g., Dolapçı and Demirtaş, 2016; Karabulut, 2023; Melekoğlu, 2013) and in-service teachers (Kandemir, Kurt, and Apaydın, 2021) yielding both similar and divergent findings.

Karabulut (2023) conducted a survey with 125 pre-service teachers to explore their self-efficacy perceptions regarding inclusive education. The results indicated high levels of self-efficacy, which Karabulut attributed to the inclusion of special education and inclusive education courses in the teacher training curriculum.

Similarly, Dolapçı and Demirtaş (2016) performed a descriptive survey involving 640 pre-service teachers to examine the relationship between their self-efficacy and their perspectives on inclusive education. Their findings also revealed high self-efficacy levels among pre-service teachers, suggesting a positive impact on their proficiency in inclusive education.

Conversely, Kandemir, Kurt, and Apaydın (2021) employed a quantitative survey to assess in-service teachers' from various branches attitudes and self-efficacy perceptions of in-service teachers from different branches across various domains. Their study found that in-service teachers generally held negative attitudes and felt inadequate in their efficacy related to inclusive education. This underscores the necessity for integrating both theoretical and practical components of inclusive education into teacher training programs to enhance educators' competencies and effectiveness.

Finally, Melekoğlu (2013) carried out a mixed-methods study on the Interaction Project at Muğla University, Türkiye, which was designed to provide teacher candidates with practical experience involving students with special needs (SSNs). Although initial attitudes towards SSNs were negative, the study demonstrated that participation in the project significantly improved the candidates' awareness and understanding of SSNs.

Overall, these earlier studies collectively demonstrate that teachers' self-efficacy levels within the scope of inclusive education can be perceived as either high or low due to various factors. Factors such as teachers' attitudes towards inclusive education, their level of training, and experience in the field can significantly influence these perceptions. A review of both international and national literature reveals that most studies have employed interview techniques to determine teachers' self-efficacy perceptions based on their viewpoints. Additionally, it has been found that there is a limited number of studies specifically focusing on English language teachers. Existing research mainly addresses the levels of self-efficacy perceptions, indicating a need for more comprehensive studies to further elaborate on this topic.

2.9.2. Teachers' inclusive behaviors and practices

Regarding policies and strategies for integrating SSNs, it was concluded that students with mild disabilities were being integrated into the education system through integration techniques and individualized education programs, and during that process, the behaviors and practices of

teachers are crucial for planning and implementing (Kesik and Beycioğlu, 2022). National studies (e.g., Akalın et al., 2014; Çulha, 2010; Kırılmaz and Öntaş, 2020) and international studies (Roiha, 2014; Tiwari and Sharma, 2015) have examined teachers' perspectives on inclusive education and their adaptations for SSNs within inclusive classroom practices. An analysis of these studies indicates that, overall, teachers make adjustments in their classroom practices that are aligned with the needs and levels of students with special needs.

In the international context, Tiwari and Sharma (2015) conducted a study involving 15 public high school teachers in Delhi, utilizing hermeneutic phenomenology as their methodological framework. Through 15 semi-structured interviews, the researchers gathered insights revealing that teachers adapted their activities to the developmental stages of students within an inclusive education framework. They provided emotional and psychological support, promoted respect for diversity, and facilitated peer support among students in inclusive settings. This research emphasizes the significance of tailoring instruction to meet the unique needs of each student within inclusive education.

Further studies examining EFL teachers' classroom practices within inclusive education include Çulha (2010), who investigated the effectiveness of personalized supportive education combined with simultaneous guidance for teaching English to primary school students with disabilities. The findings indicated that this approach successfully facilitated English learning for students with intellectual disabilities and enabled them to apply their vocabulary knowledge in varied contexts.

Roiha (2014) explored inclusive EFL education through Content and Language Integrated Learning (CLIL) with 51 EFL teachers. Utilizing both qualitative case studies and quantitative surveys, the study aimed to understand teachers' perceptions and practices within the CLIL framework. The research found that while participants generally held positive attitudes towards inclusive education, they encountered challenges in implementing it effectively, particularly in planning and preparing activities tailored to diverse student needs. The study highlighted the need for adequate knowledge, appropriate resources, and effective guidance for successful inclusion practices.

In the national context, Akalın et al. (2014) conducted semi-structured interviews with 40 teachers in Ankara, Türkiye, who taught students with special needs in inclusive classrooms. The study revealed that while teachers held positive attitudes towards inclusive instruction and adjusted their practices to accommodate their students' needs, they struggled with a lack of

knowledge about various teaching methods and insufficient materials for special needs students.

Similarly, Kırılmaz and Öntaş (2020) conducted research in a primary school in Zonguldak, Ereğli, involving three primary school teachers. This study showed that teachers provided information and guidance to families, offered material assistance, and made physical and educational accommodations to meet the needs of students with special needs. These findings underscore the teachers' commitment to enhancing the benefits of inclusive education for their students.

In summary, the reviewed studies provide valuable insights into the practices and challenges faced by teachers in implementing inclusive education across various contexts. The studies conducted in the international context highlights the importance of adapting instructional strategies to meet the developmental needs of students with special needs and underscores the role of emotional and psychological support. Similarly, the studies in the national context reveal that while teachers generally exhibit positive attitudes and make efforts to accommodate students with special needs, they often encounter challenges related to insufficient knowledge and resources. However, these studies also point to gaps, such as the need for more comprehensive professional development and better access to teaching materials. Addressing these gaps through targeted research and practical interventions did not enhance the effectiveness of inclusive education practices.

2.9.3. Teachers' challenges in inclusive educational settings

The literature has been thoroughly reviewed nationally and internationally, with studies regarding the challenges that teachers face in inclusive educational settings being underscored as follows. There are several studies (e.g., Akalın et al., 2014; Kahrman Pamuk and Bal, 2019; Tiwari and Sharma, 2015; Valeo, 2008; Vural et al., 2021; Yılmaz and Batu, 2016) that further elucidate the practical challenges and barriers teachers encounter, offering a deeper understanding of the issues that hinder effective inclusion.

In the international context, Valeo (2008) conducted a study involving 11 teachers at a regular elementary school in Canada using semi-structured interviews. The findings indicated that teachers felt inadequately supported by school administrators in adopting and implementing

inclusive education strategies. They reported a lack of effective regulation concerning the placement and integration of mainstream students, as well as insufficient administrative knowledge and awareness of inclusive education principles.

Similarly, Tiwari et al. (2015) employed a hermeneutic phenomenology framework and semi-structured interviews with 15 high school teachers in Delhi. Their study revealed that teachers held a negative perspective on inclusive education due to institutional limitations, such as large class sizes, inadequate training and support, and reliance on withdrawal models. Teachers also felt that inclusive education would impose additional responsibilities on their already demanding schedules.

Turning to the national context, Akalın et al. (2014) investigated the experiences of 40 teachers in Ankara, Turkey, through semi-structured interviews. Their study found that teachers encountered difficulties due to insufficient knowledge of various teaching methods and a lack of appropriate materials for students with special needs in inclusive classrooms.

In another study in the national context, Yılmaz and Batu (2016) explored the challenges faced by 17 primary school teachers in Eskişehir, Turkey. Despite the presence of guidelines for adapting special education services, teachers were found to have limited awareness or understanding of these regulations and their implementation.

Kahrıman Pamuk and Bal (2019) conducted a case study with 45 preschool teachers, also using semi-structured interviews. They discovered that most teachers did not implement specific regulations for students with special needs. Although teachers employed various methods to foster an inclusive environment, they did not feel adequately equipped for inclusive education.

Further research by Vural et al. (2021) involving 20 preschool teachers from various provinces in Turkey, highlighted that teachers felt professionally unprepared for inclusive education due to a lack of practical training during their undergraduate studies. Additionally, they noted challenges in family engagement, as families often did not participate in collaborative efforts, and observed that inadequate educational environments and materials further hindered the effective implementation of inclusive practices.

In summary, the reviewed studies underscore various challenges teachers face in implementing inclusive education, both internationally and nationally. The studies (e.g., Valeo, 2008) highlight key issues such as insufficient administrative support, inadequate training, and a lack of appropriate resources, which contribute to teachers' difficulties in effectively adopting

inclusive practices. Despite providing valuable insights into these challenges, several studies exhibit limitations. For instance, some research (e.g., Akalın et al., 2014; Kahrman, Pamuk and Bal, 2019; Tiwari et al., 2015; Yılmaz and Batu, 2016) predominantly focuses on the perspectives of teachers without fully exploring the impact of institutional policies or the role of broader systemic factors. Additionally, while the studies address the difficulties teachers face, they lack comprehensive strategies for overcoming these barriers. The studies did not benefit from a more holistic approach that includes the perspectives of administrators, policymakers, and families, as well as a deeper investigation into the effectiveness of specific interventions and support systems to develop more effective and sustainable inclusive education practices.

2.9.4. The perceived needs of teachers in inclusive educational settings

The exploration of teacher support needs and challenges in inclusive education contexts has been a focal point in recent research, both internationally and nationally. These studies (e.g., Akalın et al., 2014; Chow and Sharma, 2022; Çuhadar, 2006; Valeo, 2008; Vural et al., 2021; Yılmaz and Batu, 2016) aim to elucidate the various dimensions of teacher experiences and highlight the critical areas where support and improvement are necessary. By investigating the perceived support needs of in-service teachers and identifying specific obstacles in the implementation of inclusive practices, this body of research provides valuable insights into the effectiveness of current inclusive education strategies. The following section reviews significant contributions from recent studies that examine teacher experiences, support needs, and practical challenges in inclusive educational settings. These studies collectively underscore the importance of targeted professional development, institutional support, and legal frameworks to enhance the efficacy of inclusive education practices.

In the international context, Valeo (2008) conducted a study with 11 elementary school teachers teaching at the regular schools in Canada, and concluded that teachers need more support from their administrators for planning and implementing their inclusive classroom educational instructions.

Furthermore, Chow and Sharma (2022) conducted an extensive study involving 1,100 in-service primary and secondary school teachers in Hong Kong to assess their support needs and evaluate the psychometric properties of the newly developed Teachers Perceived Support

Needs scale. Their findings highlighted the critical role of expert support in applying effective teaching strategies within inclusive classrooms. The study emphasized that professional assistance enables teachers to better address the specific learning challenges and needs of students with special needs (SSNs) in inclusive settings.

Building on the findings from international studies that have explored various facets of inclusive education, it is crucial to examine how these themes are reflected in the national context. This transition helps to contextualize the challenges and needs identified globally within a specific national framework.

In the national context, Çuhadar (2006) conducted a study in Zonguldak, Türkiye, involving 115 teachers and school administrators to investigate inclusive educational settings. The research highlighted a consensus on the necessity of Individualized Education Programs (IEPs) for students with special needs (SSNs). However, it also revealed a considerable need for in-service training focused on program development, special education, and inclusive practices. The study emphasized the importance of ongoing professional development to improve the implementation of IEPs and enhance inclusive education practices.

Building on this, Akalın et al. (2014) investigated the additional training needs of teachers to effectively address the developmental requirements of SSNs. Their study found that teachers faced challenges in communication and behavioral management within inclusive classrooms. They recommended enhancing teachers' understanding and implementation of teaching processes to better support SSNs alongside their typically developing peers.

Similarly, Yılmaz and Batu (2016) examined the legal and practical dimensions of inclusive education with 17 teachers in Eskişehir, Türkiye. Their findings indicated a need for more functional legal regulations and suitable educational settings for SSNs. Teachers also advocated for state oversight from the diagnosis stage and proposed adjustments in class sizes to better meet the needs of inclusive students.

Finally, Vural et al. (2021) underscored the necessity of providing comprehensive in-service training and practical experience in inclusive education. Their study revealed that teachers, who had limited exposure to inclusive practices during their undergraduate education, required additional support to effectively engage with SSNs in their classrooms.

All in all, the reviewed studies provide a comprehensive overview of the challenges and support needs faced by teachers in inclusive education settings. They collectively highlight the critical

role of professional support and training in enhancing teachers' ability to effectively implement inclusive practices. While these studies reveal significant insights into the importance of expert guidance, legal regulations, and in-service training, they also expose some notable limitations. Many studies emphasize the need for additional professional development and resources but often lack a detailed exploration of how these interventions could be systematically implemented across diverse educational contexts. Furthermore, there is a recurring theme of insufficient practical training and support, suggesting a gap between theoretical knowledge and practical application.



CHAPTER III

METHODOLOGY

This chapter presents the research design, the participants of the study, the data collection tools, the data collection procedure, and the data analysis.

3.1. Research design

Along with the aims of the study, a mixed-method study design was adopted, given that both qualitative and quantitative data were included. A mixed-method study is more than merely gathering and analyzing both kinds of data; it also integrates the use of both approaches to amplify the overall efficacy of the study, surpassing the strength of qualitative and quantitative research in isolation (Cresswell and Clark, 2007). In addition, along with the advantages of both qualitative and quantitative data, it provides an opportunity for the researcher to gain perspectives from different data and from various levels within the study (Creswell, 2009). Additionally, a descriptive study design was conducted to investigate the perceptions of EFL teachers regarding these issues. Malagón-Amor et al. (2015) stated that conducting a descriptive approach enables the exploration of target variables through a wide range of research methodologies.

Concerning the data collection procedure, a convergent parallel study design was appropriate for this study since qualitative and quantitative data were gathered simultaneously and analyzed separately.

Moreover, as both qualitative and quantitative data were gathered from the participants at one time period, this study adopted a cross-sectional study design. In a cross-sectional study design, the data is gathered at only one point in time, and this time could vary from a day to a few weeks or more (Fraenkel et al., 2012).

To be able to achieve a detailed overview of the phenomenon, English language teaching in the scope of inclusive education, both qualitative and quantitative data were collected. Various data sources and analyses are suitable for different research questions (Riazi and Candlin, 2014). All

in all, to address various research questions of this present study, both qualitative and quantitative methods were applied in the scope of mixed method study.

3.2. Setting

The research was carried out in the public K-12 schools providing inclusive education in the Turkish educational context. In the Turkish context, SSNs have three basic placement opportunities, which are (1) special schools, with or without on-site facilities where education is provided exclusively for SSNs and there is no opportunity for social interaction with their typically developing peers; (2) specialized classes in regular schools in which SSNs are taught but allowed to engage with normal peers during lesson breaks, and while leaving the school to foster collaboration among students both with and without special needs; and (3) inclusive educational settings where both SSNs and their normal peers receive education within the same educational settings (Rakap and Kaczmarek, 2010). Regarding inclusive education, to be able to secure the acceptance of SSNs socially and address their needs, teachers have crucial roles (i.e., planning, implementing, and maintaining the accomplishments of the inclusion of SSNs) (Atbaşı and Sanır, 2018). Concerning the background knowledge of EFL teachers regarding inclusive education and teaching the English language in the scope of inclusive education, the teacher training programs were administered by universities until 2018 with the regulation of these programs by the Council of Higher Education (CoHE) (CoHE, 2018). Considering the target students of these undergraduate programs, the curriculum is structured around developing fundamental skills, fostering attitudes and values, and facilitating adaptation, along with this regulation, English Language Teaching Departments of the universities, taking into consideration the knowledge and skills all teacher candidates will require in practice, “special education” courses were enriched as “special education and inclusion” (CoHE, 2018).

To sum up, the focal point of the teacher training programs in English Language Education in Türkiye was broadened to equip the teacher candidates both with subject-special knowledge and skills and professional knowledge and skills.

3.3. Participants

The study was conducted with English language teachers teaching English to SSNs. 68 EFL teachers teaching in inclusive educational settings took part in the study. Based on the aim of the study, with the need to teach in inclusive classroom settings, the participants were chosen along with a purposive sampling method called maximum diversity. Purposive sampling is a valuable method for specific situations, but it is uncertain whether the sample chosen by the researcher represents the population (Akkaş, 2022; Creswell, 2009; Yıldırım and Şimşek, 2006). Additionally, since the researcher is working at a high school in Yozgat as an English language teacher, and the focal point of the research is EFL teachers in inclusive classroom settings, this study was conducted in inclusive classrooms at public K-12 schools based in Yozgat Province, Türkiye, whose names were achieved from the Yozgat Provincial Education Directorate. According to the data officially obtained from the Yozgat Provincial Directorate of National Education Special Education Unit, the schools where the students with special needs are enrolled have been identified, including kindergartens, primary, secondary, and high schools in the Yozgat province. These students are tabulated in Table 2.

Table 2

The Total Number of SSNs based on K-12 Schools in Yozgat Province

Level of School	Number of SSN
Kindergarten	9
Primary Schools	99
Secondary Schools	95
High Schools	53
Total	256

Source: Yozgat Provincial Directorate of National Education Special Education Unit

The demographic information of the participants contains eight items in the following order: (a) gender, (b) age, (c) type of school they teach at, (d) teaching experience, (e) departments they took B.A. degree from, (f) educational background, (g) whether they take a course regarding “special education” at undergraduate education or not, (h) whether they take a course regarding “teaching English language to SSN in the scope of inclusive education” at undergraduate education or not, (i) whether they participate to a seminar regarding “special education or teaching English language to SSN in the scope of inclusive education” or not. A total of 68 participants (25 male, and 43 female) participated in the study. Their ages ranged from 25 (n=9) to 49 (n=4).

Detailed information about the demographic data of participants is presented in Table 3.

Table 3

Participant Demographics

Gender	Frequency (f)	Percentage (%)
Female	43	62.2 %
Male	25	36.8 %
TOTAL	68	100 %

As seen in Table 3, 43 (62. 2 %) of the participants are female, and 25 (36. 8 %) of them are males. In addition, the distribution of the participants’ teaching levels is shown in Table 4.

Table 4

Participants’ Field of Employment

Teaching level	Frequency (f)	Percentage (%)
Primary School	8	11.8 %
Secondary School	26	38.2 %
High School	34	50 %

TOTAL	68	100 %
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As seen in Table 4, of the 68 participants, half of them are working at high school levels, while the minority of them (n=8, 11.8%) are working at primary school level. In addition, 26 of the participants are working at the secondary school level. The teaching experiences of the participants are shown in Table 5.

Table 5

Teaching Experiences of the Participants

Experience	Frequency (f)	Percentage (%)
Novice Teacher (0-5 years)	18	26.5
Mid-career Teacher (6-10 years)	22	32.4
Experienced Teacher (11+ years)	28	41.2

According to Table 7, the majority of the 28 participants (41.2 %) had 11+ years of teaching experience, 18 of them (26.5 %) were novice teachers with a 0-5 teaching year range, and 22 of them (32.4 %) have 6-10 years of teaching experience. Also, the undergraduate (B.A.) programs where these participants obtained their degrees from are tabulated in Table 6.

Table 6

Undergraduate Departments of the Participants

Department	Frequency (f)	Percentage (%)
English Language Teaching	60	88.2
English Culture and Literature	8	11.8

Table 6 shows that of the 68 of participants, 60 (88.2%) of them graduated from the English Language Teaching department, while 8 (11.8%) of them had their B.A. degrees from the English Culture and Literature department. Furthermore, in this study, the education levels of the participants and the distribution of the participants' education levels are shown in Table 7.

Table 7

Education Levels of the Participants

Education Level	Frequency (f)	Percentages (%)
B.A. Degree Holder	52	76.5
M.A. Degree Student	11	16.2
M.A. Degree Holder	5	7.4

Table 7 shows that the majority of the participants (n= 52, 76.5%) have B.A. degrees, while 5 of them (7.4%) 68 participants have M.A. degrees. Moreover, 11 of them (16.2%) 68 participants are at their coursework or thesis stage at M.A. degrees.

To ensure maximum diversity, teachers selected for interviews were also chosen with purposive sampling. The objective of purposive sampling is to create a moderately small sample and to represent the maximum diversity of individuals who could be participants in the study being studied within this sample (Yıldırım and Şimşek, 2006). As a result, they were selected from the participants of the scale and survey based on their perceived self-efficacy perceptions regarding teaching the English language to SSNs in the scope of inclusive education. First, participants were divided into two sub-categories: those who see themselves as professionally self-efficacious in teaching English to SSNs in inclusive educational settings, and those who don't. Then, to represent the universe of the study, they were classified according to their teaching experience and their genders, as well. Finally, a total of 10 participants were determined for the semi-structured interviews. Given that it was advised to the researchers to select at least 10 percent of the originally selected sample, they may also exceed this number, if possible, to ensure the external validity of their study outcomes (Fraenkel, Wallen, and Hyun, 2012). To inform and plan the date and time of the interviews, an informative e-mail with details regarding the ethical procedures was sent to these participants. The interviews were

administered face to face with the determined participants based on their voluntariness and the interviews were audio recorded. All of the interviewees' names were transformed into numbers and in accordance with the ethical procedures, and except for the names of participants all the information remained the same to be transcribed and analyzed. The demographics of the interviewees are tabulated in Table 8.

Table 8

Demographics of the Interviewees

Category	Int1	Int2	Int3	Int4	Int5	Int6	Int7	Int8	Int9	Int10
Self-Efficacy	low	low	low	mid-	mid	mid	mid-	mid-	high	low
Perception				high			high	high		
Gender	M	F	M	M	M	F	F	F	F	M
Years of Teaching	24	5	9	4	9	1	10	11	17	5

Int=Interviewee

Gender, M=Male, F=Female

3.4. Data collection instruments

Data for this study came from both quantitative and qualitative data collection instruments. Quantitative data were collected via two different instruments: 1) a scale and 2) a survey. To triangulate the data, qualitative data were collected via 3) semi-structured individual interviews. The data collection instruments are tabulated in Table 9, which presents them alongside their corresponding research questions.

Table 9

Data Collection Instruments Regarding the Research Questions

Research Questions	Data Collection Instruments
1. What is Turkish EFL teachers' level of perceived knowledge regarding the concept of teaching English language in the scope of inclusive education?	Survey Semi-structured Interviews
2. Do Turkish EFL teachers consider themselves professionally self-efficacious in teaching English to SSNs in inclusive classroom settings in mainstream schools?	TEIP-SF Scale Survey Semi-structured Interviews
3. Do Turkish EFL teachers accommodate their instruction in mainstream schools based on the needs of SSNs? 3.1. If so, what are these accommodations?	Survey Semi-structured Interviews
4. Do Turkish EFL teachers encounter any challenges in teaching English to SSNs in inclusive classroom settings in mainstream schools? 4.1. If so, what are these challenges?	Survey Semi-structured Interviews
5. What are the self-perceived professional needs of Turkish EFL teachers to overcome challenges in both implementing and planning inclusive English education practices in their classrooms?	Survey Semi-structured Interviews

3.4.1. Scale

Data collected to investigate the self-efficacy perceptions of EFL teachers came from; the “Short Form of The Teacher Efficacy for Inclusive Practices (TEIP-SF)” (see Appendix A) adopted from Sahli Lozano et al. (2023). The TEIP scale was developed from prevailing scales assessing General Teacher Self-Efficacy Scales (e.g., the TSES) via a complete literature review and with advice from experts in the field of inclusive education (Sharma, Loreman, & Forlin, 2012). Additionally, the short version of the TEIP scale aims to facilitate researchers in efficiently and succinctly assessing Teacher Self-Efficacy regarding the implementation of inclusive practices (Sahli Lozano, Wüthrich, Baumli, Sharma, Loreman, & Forlin, 2023). As a result, after the review of the literature, the short form of the scale was selected as one of the quantitative data collection instruments for this study because of yielding advantages (i.e., efficiency (less collection of redundant outcomes), and being less risky for preventing the participants’ carelessly answering (Gibson and Bowling, 2020). Moreover, the alpha coefficient for the total scale was 0.89, and reliability analysis for the total scale, as well as factors for each country, suggested that the scale provides a reliable measure (Sahli Lozano et al., 2023).

This scale consists of three factors and nine items in total: 1) Instruction (Items 1, 2, 3), 2) Managing Behavior (Items 7, 9, 10), and 3) Collaboration (Items 15, 16, 17). After permission of the researchers who developed this scale (i.e., Sahli Lozano et al.), and the administration of pilot studies with two EFL teachers this scale was considered to appropriate to be used in this study. Given that the scale comprises nine items, each assessed using a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The overall score of the scale can vary from 9 to 54. For the analysis of individual factors, which are each composed of three items, the scores range from 3 to 18. A higher score on this scale reflects a greater perception of self-efficacy in teaching within an inclusive educational environment (Sharma & Sokal, 2015). The detailed information regarding the factors of the scale is tabulated in Table 10.

Table 10

Details of the Scale

Factors	Factor Details
Factor 1	Efficacy in using Inclusive Instructions (EI)
Factor 2	Efficacy in Managing Behaviour (EM)
Factor 3	Efficacy in Collaboration (EC)

3.4.2. Survey

The second data collection instrument was a survey. To explore the EFL teachers' classroom practices in mainstream inclusive educational settings, the challenges they face, if any, and their perceived professional needs, a survey adapted from the study of İlk and Açıkalın (2018) regarding the Social Sciences teachers' opinions of Inclusive Education practices and their experiences was used (see Appendix B). The original form of the survey includes 12 items regarding the demographic information of the participants, and four open-ended questions regarding the Social sciences teachers' classroom practices in the scope of inclusive educational settings. After obtaining permission from the researchers who developed the original survey (i.e., İlk and Açıkalın, 2018) for the adaptation of the items, the survey was used in the study. Given that İlk and Açıkalın conducted their study along with Social Sciences teachers, the open-ended questions were related to Social Sciences teachers. However, since the focal point of this current study is regarding English language teachers, these open-ended questions, namely open-ended items 13,14,15 and 16, were altered with the ones related to teaching the English language in inclusive educational settings. Besides, regarding the demographic information, given that this current study aims to investigate the needs, challenges, self-efficacy perceptions, and self-perceived level knowledge level of EFL teachers regarding teaching the English language to SSNs in inclusive educational settings, the items regarding the teaching experiences of Social Sciences teachers with SSN in inclusive educational settings, namely items 6, 7, 8, and 11 were excluded, and ones related to EFL teachers' background knowledge during and after their undergraduate education process were added. After receiving the evaluations of three experts: one a professor in the English Language Teaching Department, another a professor in

the Special Education Department, and the third an associate professor in the Department of Mathematics and Science Educational Sciences, the researcher reformulated the questions and implemented them for the participants. The items of the survey were finalized. Obtaining expert evaluations for the data collection instruments and their items is significant to attain more meaningful outcomes in terms of reliability and validity (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2013). The detailed information concerning the items of the survey is tabulated in Table 11.

Table 11

Details of Survey

Sections	Details
Section 1	Demographic Information
Section 2	Background Knowledge Regarding Inclusive Education and Teaching English and Teaching English language to SSNs in the Scope of Inclusive Education
Section 3	Self-perceived Knowledge Level
Section 4	Self-efficacy Perceptions
Section 5	Classroom Practices
Section 6	Challenges and Professional Needs

3.4.3. Semi-structured interviews

To be able to triangulate and enrich the data collected via quantitative research instruments, qualitative data were also gathered via semi-structured interviews (see Appendix C). Patton (1990) defines an interview as a dialogue initiated by the researcher with an individual or a group, to obtain information from them. The interview method, enabling data collection via spoken interaction, is considered to be the most frequently utilized data collection technique in social sciences research (Yıldırım and Şimşek, 2006). Additionally, to acquire more in-depth information pertinent to the objectives, semi-structured interviews were well-suited for this purpose. Given that, the most important advantage offered by the semi-structured interviews to the researcher is its capability to provide more systematic and comparable data due to its pre-

prepared interview protocol (Yıldırım and Şimşek, 2006). In semi-structured interviews, the researcher asks the predetermined questions to the interviewee in the same order, allowing the interviewee to respond to the questions to the extent they desire (Berg, 1998). It is more beneficial to get more comprehensive data to triangulate the data achieved via scale and survey. In accordance with that, the researcher developed the interview items to receive more in-depth data according to the aim of the study, the questions were formulated parallel with the survey, and they were sent to three experts: one a professor in the English Language Teaching Department, another a professor in Special Education department, and the third an associate professor in the Department of Mathematics and Science Educational Sciences, to receive their evaluations. After receiving the feedback from the experts, the researcher reformulated the questions, and pilot studies were administered with two EFL teachers to ensure that the items were clear for the participants. Ultimately, the items were finalized and administered to the participants. At the beginning of the interviews, participants were informed that their personal information would remain confidential and that they could withdraw from the interview at any time they desired. They were then asked whether they preferred the interviews to be conducted in Turkish or English. All participants indicated that conducting the interviews in Turkish would be significantly more suitable for them, as it would allow them to respond more comfortably and easily. Therefore, the interviews were conducted in Turkish. Subsequently, with the participants' consent, the interviews were recorded for transcription purposes. The interview included 5 main questions and 11 sub-questions regarding the self-perceived knowledge levels about inclusive education, and teaching English in the scope of inclusive education (item 1); their professional self-efficacy perceptions (item 2); their adaptations of practices, materials, etc., if any, for teaching English in the scope of inclusive education (item 3); their challenges in English language teaching process in the scope of inclusive education (item 4), and their professional needs regarding teaching English in the scope of inclusive education (item 5). Detailed information regarding semi-structured interview questions is tabulated in Table 12.

Table 12

Details of Interview Questions

Questions	Details
Question 1	Could you define “inclusive education”, please? Define with your own words, please.
Question 2	Do you consider yourself professionally competent in teaching the English language in the scope of inclusive education? Why? Could you please elaborate?
Question 3	Do you make adjustments in your teaching practices for your English language instruction to SSN in your classes?
Question 4	Do you encounter challenges while teaching the English language to SSNs in your class?
Question 5	Do you believe that you have professional needs regarding the planning and implementation of English language teaching practices in inclusive classrooms? If your answer is yes, what are these needs, and could you please explain them with examples?

3.5. Data collection procedures

In this current study, quantitative and qualitative data were gathered simultaneously. After receiving the permissions from the researchers of the scale and the survey via e-mails, the items were modified in accordance with the aim, and the research questions of the study before implementation. Then, the questions of the semi-structured interviews were instructed parallel with the items of the scale and survey to triangulate the gathered data from these quantitative data collection tools. After the modifications of the items, all the data collection tools, namely the scale, survey, and semi-structured interviews, were sent to three experts, one a professor in the English Language Teaching Department, another a professor in the Special Education Department, and the third an associate professor in the Department of Mathematics and Science Educational Sciences to be ensured regarding their content validity. By the experts' opinions, the required changes were made to the data collection tools, and all the data collection instruments were piloted with two EFL teachers, teaching the English language in the scope of

inclusive education. A pilot study is crucial for the researcher given that it will support the researcher in analyzing the sufficiency of preparation of the interview form and whether the expressions used conform to the target group being interviewed (Yıldırım and Şimşek, 2006). After the pilot studies, it was seen that the expressions were clear and applicable to the participants. Then, with permission for the research from the Yozgat Provincial Directorate of National Education, the Google form versions of the scale and survey were sent to the EFL teachers, teaching English in the scope of inclusive education. The semi-structured interviews were conducted with 10 of the participants of the scale and survey. To ensure maximum diversity, interviewees were selected with purposive sampling by which the participants were selected with an experience with a phenomenon of interest as a part of a purposeful sampling process (Cresswell and Clark, 2007). Besides maximum diversity sampling, the sample is selected to include a range of internally similar, variable, and distinct cases relevant to the aim of the study (Grix, 2010). After getting the consents of the participants, it was planned to conduct the interviews at times convenient for them either online or face-to-face. Besides, the interviews were conducted in Turkish or in English bound to the request of the interviewees. The interviews were recorded during the conversations.

3.6. Data analysis procedures

The qualitative and quantitative data were analyzed simultaneously in this concurrent embedded study. The SPSS 26.0 (Statistical Package for Social Sciences) software was used to analyze the quantitative data for the descriptive analysis, frequencies, and percentages. Quantitative data was gathered via the scale and survey. Regarding the qualitative data, content analysis was administered. Content analysis serves as a methodological approach in research, increasing the achievement of reliable and valid deductions from textual sources (or other meaningful materials) regarding their contextual application (Krippendorff, 2004). Regarding the type of content analysis, the responses to the open-ended questions were read several times, and then the critical points were selected by the researcher, and they were coded according to the significant contents manually. As a result, it is compatible with the inductive type of content analysis by which coding is done by using categories that emerge as data is reviewed (Fraenkel et al., 2012). Furthermore, given its inherent characteristics of reduced structural constraints and heightened adaptability, the inductive approach facilitated the unearthing of novel

categories and remained receptive to unexpected findings. As for analyzing the open-ended survey questions and semi-structured interviews concerning the description of “inclusive education”, the researcher employed the definition provided by Kırcaali İftar and Batu (2010) as a basis for evaluating the accuracy of participants' responses. Participants' self-generated definitions were analyzed using SPSS 26.0 software and assessed on a Likert scale as follows: 1 (completely inaccurate), 2 (partially accurate), and 3 (completely accurate), in accordance with the definition of Kırcaali İftar and Batu (2010). Regarding the interviews, the researcher transcribed the recordings and then, the data were categorized as meaningful concepts and classified the themes. To ensure reliability, the transcriptions were controlled by an English language teacher with an M.A. degree in English Language Education. In this way, the researchers ensure the consistency and reliability of findings (inter-rater reliability) by employing multiple coders due to the potential divergence in individuals' perspectives for various reasons (Mackey and Gass, 2022).

3.7. Ethical considerations

This research was conducted following the ethical standards set forth by the Sakarya University Educational Sciences Institutional Review Board. Before the initiation of the study, consent forms were provided for all the participants to inform them about the purpose, procedures, potential risks, and benefits of the study. Confidentiality was ensured rigorously; participants' identities, personal information, and responses were kept anonymous and securely stored. Participants were informed that their participation was entirely based on their willingness, and they had the right to withdraw from the study at any time they desired. Furthermore, all the data collection procedures were designed to minimize any potential harm and discomfort. The study followed the principles of respect for each participant and beneficence and ensured that the study was conducted with integrity and responsibility towards all involved.

CHAPTER IV

FINDINGS

This chapter presents the findings of the study, which are categorized in line with the research questions. First, the quantitative data, and second the qualitative data are presented.

4.1. Findings regarding the Turkish EFL teachers' level of perceived knowledge about teaching English Language in the scope of inclusive education

In accordance with Research Question 1 (RQ1), the findings from the survey and participants' responses regarding the definition of inclusive education reveal that, based on Kırcaali İftar's (1998) definition, inclusive education can be characterized as a pedagogical approach that provides educational services to students with special needs (SSNs) alongside their typically developing peers in mainstream schools. Concerning the definitions of the participants in line with the survey questions, the descriptions of the participants' answers' consistency levels with the description of Kırcaali İftar (1998) are tabulated in Table 13.

Table 13

Descriptive Statistics of EFL Teachers' Definitions of Inclusive Education

Responses	Frequency (f)	Percentage (p)
Completely inaccurate	8	11.8
Partially accurate	43	63.2
Completely accurate	17	25
TOTAL	68	100

As seen in Table 13, only a small percentage (11.8 %) defined the term as completely inaccurate according to the definition in the literature. However, most of the teachers' responses (n= 43)

were partially accurate, and some of them (n= 17) defined the term completely in line with the definition taken from the study of Kırcaali İftar (1998).

Furthermore, the findings of the semi-structured interviews regarding the description of the term inclusive education and the process of teaching the English language in the scope of inclusive education are presented in Table 14.

Table 14

Themes Related to the Definition of Inclusive Education

Themes	Frequency (f)
Definition of inclusive education	
integration	10
students with special needs	6
handicapped children	2
gifted students	1
Definition of teaching English language in the scope of inclusive education	
simplification	5
adaptation	3
providing extra material	3
tolerance	1

As seen in Table 14, all of the interviewees (n= 10) defined inclusive education as a process of integration. Nevertheless, 6 of the interviewees stated that this integration process is for SSN, and 2 of them identified these students who need inclusion as handicapped children. However, only 1 of the interviewees stated that this integration process is for gifted students as well. Some of the definitions of these interviewees are presented below.

“Biz de maalesef dışarıya çıkmayan öğrencilerimizi, engelli artık bir takım sorunlar olan, handikaplı olan gençlerimizi eğitime kazandırma amaçlı ya da topluma kazandırma amaçlı da diyebiliriz..” (Int1) [“We aim to integrate our students who do not go out into society, as well as our young people with disabilities, who face various challenges, into education or into society, we can say.”]

“Kaynaştırma eğitimi özel eğitime ihtiyaç duyan öğrencilerin normal öğrencilerin arasında eğitim sürecine dahil edilmesi.” (Int9) [“Inclusive education refers to the integration of students requiring special education into the educational process alongside regular.”]

“Kaynaştırma eğitimi, özel eğitime ihtiyaç duyan öğrencilerin sınıf ortamında diğer normal öğrencilerle beraber derse katılması diyebilirim” (Int3) [“Inclusive education can be defined as the participation of students requiring special education in classroom settings alongside other typical students.”]

In addition, in terms of EFL teachers’ definitions of teaching the English language in the scope of inclusive education, half of them (n= 5) stated that this is a process that instructing the English language to SSN by simplification, and some of them (n= 3) expressed that this process needs adaptation for the materials and topics according to the levels of SSN, as well. Some examples of these definitions are given below.

“Onlara daha çok işte, böyle basit düzeyde sayılar, renkler gibi şeyler öğretmeye çalıştım.” (Int3) [“I have endeavored to teach them simpler concepts such as numbers and colors.”]

“Ben çocuklarla kahvaltı ünitesini işliyorsam, mesela Yummy Breakfast’ı işliyorsam ona da boyama kitabı tercih ediyorum. O da oradakileri boyuyor. İngilizce adlarında tek kelime olanları söylüyorum. O da tekrar etmeye çalışıyor.” (Int8) [“I am teaching the children about the breakfast unit, for example, if I am covering 'Yummy Breakfast,' I prefer to use a coloring book for that. They color the items in the book. I say the English names for the single-word items. They try to repeat after me.”]

Furthermore, Int 5 emphasized the significance of providing extra materials for the SSN.

“Özel gereksinimli öğrencilerin genel eğitim sınıfında yer aldığında onlar için ekstra kaynak hazırlanması, o öğrencilere özel konu seçmek, onların anlayabileceği düzeyde, onların daha rahat anlayabileceği konuları ve kalıpları belirlemektir diyebilirim. Evet, bu doğrultuda İngilizce öğretimi sağlamaktır.” (Int 5) [“When special needs students are included in general education classrooms, providing additional resources for them, selecting topics specifically tailored to them at a level they can comprehend, and determining topics and patterns that they can understand more comfortably can be described. Yes, providing English instruction in this direction.”]

Additionally, Int 9 also underscored the importance of tolerating the differences of SSNs based on their learning pace or their abilities and disabilities.

“Herhangi bir farklı uygulama yapmadığım için diğer öğrencilerle aynı ancak biraz daha seviye olarak öğrenciden beklenti çok yüksek olmadığı için daha tolere edilebilir hataları ya da cevap verememesi vs. her zaman söz hakkı alamayışı bunlar göz önünde bulunarak işlenen bir ders gibi benim açımdan açıkçası” (Int 9) [“Since I do not implement any different practices, the expectations from the students are similar to those of other students, but because the level of

expectation from the student is not very high, tolerable errors or the inability to respond, etc., are always considered, such as not being able to participate in discussions. From my perspective, it is like a lesson taught taking these into account.”]

In addition, to further explore the perceived knowledge levels of Turkish English teachers regarding inclusive education, the survey examined their perceived knowledge levels concerning the types of special needs student groups. The descriptive statistics drawn from the survey results are tabulated in Table 15.

Table 15

EFL Teachers' Level of Perceived Knowledge Regarding Types of SSN

Type of SSN	M	SD	(1) = No knowledge n (%)	(2) = Very little knowledge n (%)	(3)= Moderate knowledge n (%)	(4) = Enough knowledge n (%)	(5) = Extensive knowledge n (%)
Individuals with physical disabilities	2.75	1.17	8 (11.8%)	28 (41.2%)	10 (14.7%)	17 (24.3%)	5 (7.4%)
Individuals with attention and deficit hyperactivity disorder (ADHD)	2.67	1.15	8 (11.8%)	31 (45.6%)	8 (11.8%)	17 (24.3%)	4 (5.9%)
Individuals with learning difficulties	2.61	1.24	13 (19.1%)	26 (37.1%)	10 (14.7%)	13 (19.1%)	6 (8.8%)
Individuals with hearing impairment	2.60	1.12	12 (17.6%)	30 (44.1%)	10 (14.7%)	13 (19.1%)	3 (4.4%)
Individuals with intellectual disabilities	2.50	1.13	12 (17.6%)	30 (44.1%)	7 (10.3%)	17 (25%)	2 (2.9%)

Individuals with speech and language disorders	2.48	1.12	12 (17.6%)	30 (44.1%)	10 (14.7%)	13 (19.1%)	3 (4.4%)
Individuals with special talents	2.22	1.11	20 (29.4%)	27 (39.7%)	9 (13.2%)	10 (14.7%)	3 (4.4%)
Autism spectrum disorder (ASD)	2.20	1.12	21 (30.9%)	26 (38.2%)	9 (13.2%)	10 (14.7%)	2 (2.9%)
Individuals with visual impairments	2.19	1.17	22 (32.4%)	26 (38.2%)	9 (13.2%)	7 (10.3%)	4 (5.9%)

M= Mean, SD= Standard Deviation

Table 15 shows that most Turkish EFL teachers had extensive knowledge regarding individuals with physical disabilities with the highest mean score (M= 2.75). Given that the mean scores of all the types of SSN are close to each other, it might be concluded that the majority of the Turkish EFL teachers had similar levels of perceived knowledge regarding types of SSN. Nevertheless, the level of perceived knowledge regarding individuals with visual impairments had the lowest mean score (M= 2.19) presenting that they knew this type of SSN the least.

4.2. Findings regarding the self-efficacy perceptions of EFL teachers about inclusive education

In light of Research Question 2 (RQ2) addressing Turkish EFL teachers' level of self-efficacy perceptions regarding inclusive education, Table 16 presents the descriptive statistics, incorporating mean scores and deviations from the results, in line with each item.

Table 16

Descriptive Statistics of Self-Efficacy Scale to its Factors

Factors	M	SD
Efficacy in Collaboration	13.30	4.10
Efficacy in Managing Behaviours	11.76	2.55
Efficacy in Instruction	11.39	2.59
TOTAL	36.47	7.80

M= Mean, SD= Standart deviation

As seen in Table 16, EFL teachers had the highest mean score (M= 13.30) in the collaboration aspect of self-efficacy in the scope of inclusive education. They considered themselves the least self-efficacious in instruction procedures. Concerning the managing behaviors aspect, they consider themselves highly self-efficacious. The descriptive statistics of each item in the scope of each factor are tabulated in the following sections.

4.2.1. Findings related to the efficacy in inclusive instruction

Table 17 shows the descriptive statistics of the first factor (i.e., Efficacy in Instruction) of the self-efficacy scale.

Table 17

Self-Efficacy Levels for Inclusive Education Instruction

Items	M	SD	1= Strongly Disagree n (%)	2= Disagree n (%)	3= Disagree Somewhat n (%)	4= Agree Somewhat n (%)	5= Agree n (%)	6= Strongly Agree n (%)
1. I am able to provide an alternate explanation or example when	3.98	1.15	1 (1.5%)	4 (5.9%)	19 (27.9%)	23 (33.8%)	13 (19.1%)	8 (11.8%)

students are confused								
2. I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated	3.79	.90	1 (1.5%)	4 (5.9%)	18 (26.5%)	30 (44.1%)	15 (22.1%)	0 (0%)
3. I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests and performance- based assessment)	3.61	1.09	3 (4.4%)	9 (13.2%)	12 (17.6%)	32 (47.1%)	11 (16.2%)	1 (1.5%)

M= Mean, SD= Standard Deviation

As seen in Table 17, the participants consider themselves the most self-efficacious in providing supplementary explanations for the confused students in their classrooms (M= 3.98). Nevertheless, the least self-efficacy perceptions of EFL teachers were regarding the supplementation of various assessment strategies. In accordance with the self-efficacy perceptions of Turkish EFL teachers, the descriptive statistics are presented in the following section.

4.2.2. Findings related to the efficacy in managing behavior

The descriptive statistics of Turkish EFL teachers' self-efficacy perceptions regarding managing behaviors in inclusive classroom settings are tabulated in Table 18.

Table 18

Self-efficacy Levels for Managing Behavior

Items	M	SD	1= Strongly Disagree n (%)	2= Disagree n (%)	3= Disagree Somewhat n (%)	4= Agree Somewhat n (%)	5= Agree n (%)	6= Strongly Agree n (%)
7. I am able to get children to follow classroom rules	4.14	1.27	2 (2.9%)	7 (10.3%)	10 (14.7%)	16 (23.5%)	26 (38.2%)	7 (10.3%)
8. I am able to calm a student who is disruptive or noisy	3.83	1.10	1 (1.5%)	5 (7.4%)	22 (32.4%)	20 (29.4%)	16 (23.5%)	4 (5.9%)
9. I am confident in my ability to prevent disruptive behaviour in the classroom before it	3.77	.91	1 (1.5%)	3 (4.4%)	21 (30.9%)	29 (42.6%)	13 (19.1%)	1 (1.5%)

OCCURS

M=Mean, SD= Standard Deviation

In accordance with Table 18, the self-efficacy levels of Turkish EFL teachers had the highest mean score (M= 4.14) concerning their competency in making the students follow classroom rules. Regarding other items of the managing behaviors factor, it could be concluded that Turkish EFL teachers also had high self-efficacy levels.

4.2.3. Findings related to the efficacy in collaboration

The descriptive statistics of Turkish EFL teachers in line with collaboration in the scope of inclusive education are provided in Table 19.

Table 19

Self-efficacy Levels for Collaboration

Items	M	SD	1= Strongly Disagree n (%)	2= Disagree n (%)	3= Disagree Somewhat n (%)	4= Agree Somewhat n (%)	5= Agree n (%)	6= Strongly Agree n (%)
15. I am confident in my ability to get parents involved in school activities of their children with disabilities	4.47	1.40	2 (2.9%)	4 (5.9%)	13 (19.1%)	11 (16.2%)	17 (25%)	21 (30.9%)
16. I am able to work jointly with	4.44	1.34	1 (1.5%)	6 (8.8%)	10 (14.7%)	14 (20.6%)	19 (27.9%)	18 (26.5%)

other
professionals
and staff
(e.g. aides,
other
teachers) to
teach
students
with
disabilities
in the
classroom

17. I can
collaborate
with other
professionals
(e.g.
itinerant
teachers or
speech
pathologists)
in designing
educational
plans for
students
with
disabilities

4.39	1.53	1 (1.5%)	11 (16.2%)	10 (14.7%)	6 (8.8%)	18 (26.5%)	22 (32.4%)
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M=Mean, SD= Standard Deviation

According to the findings shown in Table 19, Turkish EFL teachers consider themselves the most self-efficacious in collaboration. They had the highest mean score (M= 4.47) in providing the participation of parents in the education process. Moreover, they had high self-efficacy levels in accordance with the collaboration with other professionals.

To delve further into the self-efficacy perceptions of Turkish EFL teachers, a parallel question was used in the survey. The descriptive statistics of their self-efficacy perceptions drawn from the survey are tabulated in Table 20.

Table 20

Descriptive Statistics of EFL Teachers' Self-Efficacy Perceptions

Self-efficacy perceptions	Frequency (f)	Percentage (p)
Self-efficacious	14	20.6 %
Not Self-efficacious	28	41.2 %
Unsure	26	38.2 %
TOTAL	68	100 %

From the results of parallel question in the survey, according to the Table 20, some of the participants (n= 14) consider themselves self-efficacious, while 28 of them consider themselves not self-efficacious. Additionally, some of them (n= 26) stated that they are not sure whether they consider themselves self-efficacious or not. In line with their levels of self-efficacy perceptions, the findings are tabulated in Table 21.

Table 21

Turkish EFL Teachers' Levels of Self-Efficacy Perceptions

Self-efficacy levels	Frequency (f)	Percentage (p)
Completely insufficient	30	44 %
Very little adequate	14	20 %
Moderately adequate	14	20 %
Adequate to a good extent	10	16 %
TOTAL	68	100 %

As seen in Table 21, from the 30 participants who considered themselves as self-efficacious and who were unsure whether they were self-efficacious or not, some of them (n= 10) consider themselves adequate to a good extent, and some of them (n= 14) consider themselves

moderately and very little self-efficacious in teaching English language to SSN in the scope of inclusive education. Considering the reasons for not considering themselves self-efficacious, the themes are tabulated in Table 22.

Table 22

Reasons for EFL Teachers' Not Considering Themselves Self-Efficacious in Teaching the English Language to SSN

Themes	Frequency (f)
Lack of knowledge	33
Lack of Materials appropriate for SSNs	5
Lack of experience	5
Individual differences	4
Insufficient time allocation	4

As seen in Table 22, most of the (n= 33) participants stated that they do not consider themselves self-efficacious because of having insufficient knowledge concerning teaching the English language to SSNs in inclusive classroom settings, and some of them (n= 5) stated that they are facing with problems concerning lack of materials appropriate for SSN. Additionally, Participant 4 indicated that allocating enough time for SSN in inclusive classrooms may raise some classroom management-based problems because of the normal students' complaints about the extra time given for SSN. Some responses are presented.

“Sınıf ortamında maalesefen çok göz ardı edilen öğrenciler kaynaştırma eğitimi kapsamındaki öğrenciler oluyor. Yeterince zaman ayıramadığımı düşünüyorum. Ayırdığım kısa sürenin yeterince verimli geçmediğini düşünüyorum. Bir diğer sorun da sınıftaki akranların tepkisi oluyor ne kadar onun özel öğrenci olduğunu anlatmaya çalışsam da bazen ona sorulan soruların daha kolay olması etkinliklerin daha kolay olması onların kaynaştırma öğrencisine karşı olumsuz tutum takınmalarına sebep olabiliyor.” (Participant 4) [“In the classroom environment, unfortunately, the most overlooked students tend to be those within the scope of inclusive education. I believe I haven't been able to allocate enough time. I consider the short time I allocate to be insufficiently productive. Another issue is the reaction of peers in the class. Despite my efforts to explain that he is a special needs student, sometimes the easier questions asked to him, or the easier activities, can lead to negative attitudes towards the inclusive student from his peers.”]

“Özel çocuklar her anlamda çok farklılar. Onlarla iletişim kurmak, ders içerisinde gerektiğinde onları uyarmak bunlar diğer öğrencilere göre daha zor. Bunlar bile çok zorken, yabancı dil özel çocukların hayatında hiç yeri olmayan bir iletişim aracı. Çocuklar kendilerini ifade etmeden işaretlerle ya da bazı seslerle işlerini hallediyor iken yabancı dil için ilgilerini çok iyi çekmek gerekiyor. Özel çocuklara nasıl davranılacağını bile bazen bilmiyorken onlara İngilizce öğretimini diğer öğrencilere yaptığımdan farklı yapmıyorum bu da yetersiz hissettiriyor. Sadece BEP müfredatına göre etkinliklerle öğrencileri derse çekmeye çalışıyorum.” (Participant 8)

[“SSNs are very different in every sense. Communicating with them, and when necessary, warning them during the lesson, are more challenging compared to other students. Even these tasks are quite difficult; a foreign language has no place in the lives of special needs children as a means of communication. While children manage their tasks through signs or certain sounds without expressing themselves, it is necessary to capture their interest very well for a foreign language. Sometimes not knowing how to behave towards special needs children, I do not teach them differently in English instruction compared to other students, which makes me feel inadequate. I am simply trying to engage students in the lesson with activities based on the IEP curriculum.”]

“İngilizce öğretmen yaştan yaşa amaçtan amaca veya durumdan duruma değişen ve her bir faktörün değişmesiyle pek çok yöntemi tekniği içinde barındıran bir durum iken tüm bunları göz önünde bulundurup ayrıca özel eğitime ihtiyaç duyan öğrencilere özen göstermek çok zor bir süreç ve tecrübe gerektiren bir iş, henüz meslekte ikinci yılım olduğu için ne yazık ki bu tecrübeyi elde ettiğimi düşünmüyorum.” (Participant 12) [“As an English teacher, dealing with a variety of factors that vary from age to age, purpose to purpose, or situation to situation, and containing many methods and techniques within each factor, considering all of these and also paying attention to students requiring special education is a very difficult process and a job that requires experience. Unfortunately, as I am only in my second year of teaching, I do not believe I have acquired this experience yet.”]

Furthermore, to triangulate the reasons for EFL teachers’ not considering themselves self-efficacious on that issue, it was investigated via semi-structured interviews, as well. The findings of semi-structured interviews are presented in Table 23.

Table 23

EFL Teachers’ Self-Efficacy Perceptions Regarding Teaching the English Language in the Scope of Inclusive Education

Themes	Frequency (f)
Insufficiency of knowledge	10
Insufficiency of experience	3
Individual differences in SSN	3
Challenges in communication with SSN	2

Regarding the self-efficacy perceptions of EFL teachers, some of the participants (n=3) stated that they considered themselves as moderately self-efficacious in teaching the English language to SSNs in the scope of inclusive education, because of lack of knowledge and experience. However, most of the participants (n=7) stated that they consider themselves not self-efficacious due to insufficient knowledge and experience in this process. Nevertheless, some of the participants (n= 2) expressed that even though they don't see themselves as self-efficacious they are voluntary to the recent developments professionally. Some of the responses of the participants are provided below.

“Yüzeysel bir eğitimi aldım diyebilirim. Bu sebeple ne çok geride kalırım ne çok ileride. Orta düzeyde bir öğrenciye elimden geldiğince yardımcı olabilirim branşım adına.” (Int 2)

[“I can say that I have received a superficial education. Therefore, I neither lag behind nor excel too much. I can help a student at an intermediate level to the best of my ability in terms of my field.”]

“Yani şöyle açıkçası bu konuda ekstra bir eğitim ya da bununla ilgili bir eğitimimiz olmadı ama kendimiz araştırarak, rehber öğretmenlerden yardım alarak ya da bu rehberlik araştırma merkezlerinden destek alarak bu şekilde eğitim vermeye çalışıyoruz.” (Int 7) [“Frankly, we have not had any extra training or specific education on this matter, but we try to provide education in this way by researching on our own, seeking assistance from guidance counselors, or seeking support from guidance research centers.”]

“Bunun dışında da öğrencilerle karşılaştıkça akademik anlamda çok fazla bilgi edinemiyorum ama sınıf yönetimiyle ilgili öğrencilerin bu tür davranışlarıyla ilgili ne yapılabilir konusunda okumalar yapıyorum. Çocuklara ne iyi gelir onları gözlemliyorum, aileleriyle görüşüyorum. Çocuğa ne iyi gelecekse onun sınıfta istenmeyen davranışları sergilemesini engellemek için onları öğreniyorum ve uyguluyorum.” (Int 8) [“Additionally, as I encounter students, I am not able to acquire a lot of academic knowledge, but I conduct readings on what can be done regarding students' behaviors related to classroom management. I observe what benefits children, I talk to their families. I learn and implement what will benefit the child to prevent them from exhibiting unwanted behaviors in the classroom.”]

Regarding the different factors of teaching the English language process (e.g., planning and instruction, assessment and evaluation, classroom management) the self-efficacy perceptions of the participants were also investigated. Regarding planning and instruction, some of the participants (n=3) considered themselves self-efficacious because of their competence in adaptation and simplification of the subjects. Some of them (n= 4) stated that they perceive themselves as not self-efficacious as a result of a lack of knowledge and appropriate materials for their SSNs' levels. Some of their responses are presented as:

“Yani o günkü dersin konusuna göre sınıfta bulunan bir kaynaştırma öğrencisini yani planı ona göre daha basitleştirerek, konuyu ona göre daha basitleştirerek, daha basit bir materyal hazırlayarak sunabilirim öğrenciye.” (Int 2) [“So depending on the topic of the lesson that day, I can present the subject to the inclusive student in my class by simplifying the lesson plan, simplifying the topic, and preparing simpler materials tailored to their needs.”]

“Çünkü aslında bu bir spektrum. Geniş bir yelpazeden bahsediyoruz. Kaynaştırma öğrencileri veya çeşitli güçlükler yaşayan öğrenciler işitsel alanlarda yaşıyor olabilirler. Görme becerisi anlamında yaşıyor olabilirler. Veya çeşitli bilişsel alanlarda zorluklar yaşıyor, güçlükler yaşıyor olabilirler. Dolayısıyla ben her güçlük alanında farklı yaklaşımların, farklı ölçme, değerlendirme metotlarının geçerli olabileceğini ya da faydalı olabileceğini düşünüyorum.” (Int 10) [“Because, in fact, this is a spectrum. We are talking about a wide range. Inclusive students or students experiencing various difficulties may live in the auditory domain. They may live in terms of visual abilities. Or they may experience difficulties in various cognitive areas. Therefore, I believe that different approaches, different measurement, and evaluation methods may be valid or beneficial in each difficulty area.”]

In accordance with the assessment and evaluation process, half of the interviewees (n= 5) consider themselves as not self-efficacious because of a lack of knowledge regarding appropriate materials or methods to evaluate the SSN. However, 4 of them stated that they consider themselves self-efficacious since they can simplify or adapt their exams or exercises according to the levels of their SSN. Some of their responses are:

“Ölçme konusunda kendimi yeterli görüyorum. Neden? Sınav hazırlama hususunda, yazılı hazırlama hususunda, isteneni ne derece alıp alamadığımızı ölçebileceğimi düşünüyorum.” (Int 4) [“I consider myself competent in assessment. Why? Because in terms of exam preparation, written preparation, I believe I can measure to what extent we have achieved what is desired.”]

“Ve İngilizce dışında Türkçe’de yazardım ne yapması gerektiğini. Ve sınav esnasında çocuğun yanına giderdim ve yapamadığına bakardım ve etkili olduğunu görmüştüm bu sisteme.” (Int 5) [“And besides English, I would write in Turkish what he needed to do. And during the exam, I would take the child’s side and see what he couldn’t do, and I had seen that this system was effective.”]

“Tabii ki sadece öğrenciye, yani ölçme-değerlendirme kısmında onun seviyesine, onun düzeyine göre soru hazırlayabiliyorum. Yapabildiğim tek şey bu.” (Int 6) [“Of course, I can only prepare questions tailored to the student’s level, his or her proficiency level, in the assessment part. That’s the only thing I can do.”]

In line with classroom management, some of the interviewees (n= 3) stated that they are unsure regarding their self-efficacy since they face challenges in communicating their SSN effectively; however, half of the (n= 5) participants expressed that they consider themselves as self-efficacious since they have enough education regarding how to manage the problematic situations in their classrooms. And they also stated that they can communicate with their SSN effectively. However, 5 of the interviewees stated that they do not see themselves self-efficacious as they do not have enough knowledge or experience in how to control the undesirable behaviors of SSNs, or they have insufficient knowledge regarding the features of their SSNs, either. Some of their responses are presented.

“Sınıf yönetimi aslında biraz belirsiz çünkü sınıftaki öğrencinin engel durumunu bilemeyeceğim için çok hareketli olabilir. Dikkat gerçekten toplamakta zorlanabilirim. Özellikle sınıf ortamında o öğrenciyi kontrol etmek zor olabilir gerçekten.” (Int 2) [“Classroom management is actually a bit uncertain because I may not know the disability status of the

student in my class, so it can be very lively. I may have difficulty in really gathering attention. Especially, it can be really difficult to control that student in the classroom environment.”]

“Çok fazla sıkıntı yaşamıyorum ama bazı öğrencilerle tabii ki oluyor. Hani dinlemiyor, kendini kapatıyor, çocuk konuşmuyor, söylediğim şeyi yapmıyor. Bu gibi durumlarla karşılaşıyoruz. Bazen sıkıntı yaşıyorum yani.” (Int 3) [“I don’t experience too many difficulties, but it does happen with some students, of course. You know, not listening, shutting themselves off, the child not speaking, not doing what I say. We encounter such situations. Sometimes I do have trouble, you know.”]

“Tabii ki örneğin, sınıfımda otizmli bir öğrencim var. Sınıftaki etkinlik kanlarında çok sese maruz kaldığı zamanlarda sesli olarak tepki veriyor. Ve ben bunu nasıl yöneteceğim hakkında çok bir bilgi sahibi değilim.” (Int 6) [“Of course, for example, I have a student with autism in my class. When he is exposed to too much noise in the classroom, he reacts vocally. And I am not very knowledgeable about how to manage this.”]

4.3. Findings related to the instruction accommodations of EFL teachers for SSN

Concerning the instruction regulations of Turkish EFL teachers in the scope of inclusive education in mainstream schools, the descriptive statistics of whether they regulate their instructions or not are tabulated in Table 24.

Table 24

Turkish EFL Teachers’ Accommodations in Their Classroom Practices

Accommodations	Frequency (f)	Percentage (p)
Yes	59	86.8%
No	9	13.2%
TOTAL	68	100%

As seen in Table 24, most of the participants (n= 59) stated that they are regulating their classroom practices concerning the levels of their SSN in their inclusive classrooms, however, some of them (n= 9) stated that they do not regulate their classroom practices. As adjustments that EFL teachers make use of in their inclusive classroom settings for their SSN, the themes from the semi-structured interviews are tabulated in Table 25.

Table 25

EFL Teachers' Adjustments in their Classroom Practices for SSN

Themes	Frequency (f)
Individualized Educational Program	8
Adaptation	5
Providing visual materials	5
Peer work	3
Simplification	2
Interactive materials	1

In line with the adjustments of EFL teachers in their classroom practices for SSNs, all of the interviewees (n= 10) stated that they are making adjustments in teaching practices for their SSNs. They exemplified these adjustments by providing visuals, audio, videos, and various materials to raise the attention of their SSNs in their classrooms. Int 3 highlighted the significance of simplifying the content in accordance with the level of their SSN since they can lose their attention more easily. Some responses from the participants are provided.

“Daha basitleştirmeye çalışıyorum. Daha çok oyunlaştırma gibi şeylere gidiyorum” (Int 3) [“I’m trying to simplify things more. I’m leaning towards more gamification.”]

“Tabii ki. Sadece özel gereksinimli öğrencilerimiz için değil, bütün öğrencilerde bu düzenlemeyi yapmam gerekiyor. Eğitim, öğretimin en önemli faktörlerinden biri de biliyorsunuz düzeye uygunluk. Çocukların düzeyine göre bu düzenlemeyi yaparım.” (Int 4) [“Of course. I need to 58aket his adjustment not only for our students with special needs but for all students. As you know, one of the most important factors in education is level appropriateness. I 58aket his adjustment according to the level of the children.”]

“Akran öğretimi çok kullandığımız bir şey. Çocuklarda hem diğerkamlık gelişiyor hem de akran öğretiminde öğretici konumundaki olan çocuğa çok büyük faydası oluyor. Öğrenenin yanı sıra hem bir başkasının sorumluluğunu aldığı için daha verimli çalışıyor, daha üretken oluyor çocuk hem de sevgi, saygı, anlayış konusunda da ilerliyor.” (Int 8) [“Peer teaching is something we often utilize. It not only fosters altruism in children but also greatly benefits the child in the teaching role during peer instruction. Besides being a learner, assuming the responsibility of teaching enhances their productivity and creativity.”]

Additionally, most of the participants (n= 8) stated that they are preparing IEPs for their SSN, and Int2 stated that he is making use of the prepared ones on the internet. Only 1 participant stated he does not prepare IEPs.

Concerning the reasons why Turkish EFL teachers do not make regulations in their classroom practices for their SSNs during their English language instruction, the themes are presented in Table 26.

Table 26

The Reasons for EFL Teachers' not Making Adjustments of their Classroom Practices for SSN in the Scope of Inclusive Education

Themes	Frequency (f)
Lack of Knowledge	3
Challenges in Communication with SSN	2

In accordance with Table 26, it could be concluded that some of the (n= 3) participants are not doing any regulations in their classroom practices for SSN in the inclusive educational settings since they haven't taken part in any courses or teacher training accordingly. Additionally, one of the participants indicated that he is having problems with the SSN in his inclusive classroom as the student does not voluntary to participate in the practices. Some responses are presented.

“Öğrenci bep öğrencisi olduğu için hiçbir şartta sınıfta kalmayacağını ifade ediyor. Hiçbir şekilde ödev yapmıyor. Anlattıklarını dinlemiyor. Verilen sorumlulukları yerine getirmiyor.” (Participant 45) [“The student, being an IEP (Individualized Education Program) student, asserts that they will not fail under any circumstances. They do not complete any assignments and do not pay attention to the lessons.”]

“Bu alanda özel eğitim alınması gerektiğini düşünüyorum.” (Participant 34) [“I believe that specialized training in this area is necessary.”]

“Yeteri kadar zaman bulamıyorum, nasıl uyarlayacağımı bilmiyorum.” (Participant 26) [“I don't have enough time and I don't know how to adapt.”]

4.4. Findings of Turkish EFL teachers' challenges in teaching the English language to SSNs in the scope of inclusive education

Regarding the Turkish EFL teachers' challenges in teaching the English language to SSNs in the scope of inclusive education, the descriptive statistics drawn from the survey are tabulated in Table 27.

Table 27

The Percentages of Turkish EFL Teachers' Challenges in the Inclusive Education Process

Whether EFL teachers face challenges or not	Frequency (f)	Percentage (p)
Yes	54	79.4%
No	14	20.6%
TOTAL	68	100%

In accordance with Table 27, most of the (n= 54) participants stated that they are facing difficulties during their English language instruction process in the scope of inclusive education. Concerning these difficulties, the themes acquired from the semi-structured interviews are presented in Table 28.

Table 28

EFL Teachers' Challenges in Inclusive Classroom Settings

Themes	Frequency (f)
Inappropriate Materials for the level of SSN	6
Insufficient Readiness of SSN	5
Challenges in Communication with SSN	4
Anxiety	3
First language effect	3
Individual differences	2
SSN's lack of attention	2
Lack of motor skills	1
Need for one-on-one education	1

Regarding the challenges of EFL teachers in adjusting their practices for SSN, it could be concluded that all of the interviewees (n=10) are facing challenges in different parts of the English language during their instructions. In line with English speaking skill, all of the interviewees (n= 10) stated that they were having problems during the English speaking activities. Some of the interviewees implied that it could be a result of their first language effect. Namely, they assume English as Turkish in terms of spelling and pronouncing the words. Some of them (n= 3) stated that it could be about their anxiety to speak because of their disabilities. Some of the responses related to English speaking skills are presented below:

“Evet zaten bu tarz çocuklarda Türkçe konuşma bile zor olabilirken, bizimle iletişime geçmeleri zorken bir de İngilizce konuşma becerisini geliştirmeyi istemek iki katı zor oluyor.” (Int 2) [“Yes, indeed, while it can be challenging for children with such characteristics to even speak Turkish and to communicate with us, asking them to improve their English speaking skills makes it twice as difficult.”]

“Şimdi İngilizce konuşma becerisini arttırmanın en önemli yolu, en önemli yolu değil hatta tek yolu öğrencinin İngilizce konuşmaya motive olması ve az önce bahsettiğim gibi özgüven problemini aşmış olması gerekiyor. Çünkü hata yapmak bu işin yarısı. Yani öğrencilerimiz hata yapmaktan korkuyor.” (Int 10) [“The most important way, in fact, the only way to improve English speaking skills is for the student to be motivated to speak English and to overcome the self-confidence problem I mentioned earlier. Because making mistakes is half the battle. Our students are afraid of making mistakes.”]

In accordance with English listening skills, half of the participants (n= 5) stated that they were facing difficulties. Int 2 emphasized the inappropriate listening tracks and texts for the levels of SSN. Furthermore, Int 6 expressed that the fact that SSN have lack of attention, it is challenging for them to motivate these students to join listening activities. Some responses of the participants are presented below.

“Ancak kısa dinleme etkinlikleri yaptırılabilir. Çünkü sıkılıyorlar ve dikkatleri yani genel olarak çabuk dağılıyor” (Int 2) [“Only short listening activities can be carried out. Because they get bored and their attention, generally speaking, quickly disperses.”]

“Öğrencinin dikkatinin dağınık olmasından ötürü dinleme kısmına neredeyse hemen hemen hiç dahil edemiyorum öğrenciyi.” (Int 6) [“Due to the student's scattered attention, I can hardly involve them in the listening part.”]

In line with the English reading skills, most of the interviewees (n= 9) stated that they are having difficulties regarding the English reading skills-based activities with SSN. Int 5 stated that he is having problems in reading activities because of the first language effect and Int 2 expressed the problem that she faces with SSN as their lack of focusing. Nevertheless, Int10 stated that he does not have any difficulties regarding that issue. Some responses of the interviewees are presented.

“Çünkü hep bütün becerilerin ortak noktası odaklanmak ve çocuklarda zaten odaklanma sorunu var. Her şeyi olabildiğince kısaltarak vermeye çalışıyoruz.” (Int 2) [“Because the common

denominator of all skills is focus, and children already have a problem with focus. We try to deliver everything as short as possible.”]

“Çocuk okuyabiliyorsa bile bunu dile dökmesi, artiküle etmesi çok zor. Sadece kısa kelimeleri söylemesini tercih ediyorum, okumasını tercih ediyorum. Öyle belli bir metin, işte birkaç kelimelik bir cümle değil. “(Int 8) [“Even if the child can read, articulating and expressing it is very difficult. I prefer them to say short words, to read. Not a specific text, just a few words.”]

“Okuma becerisi galiba aralarındaki en kötü olardı. Çünkü Türkçe ve İngilizce arasındaki fark etmediği için genelde telaffuzları hep sanki Türkçe imiş gibi okumaya çalışıyordu İngilizce’yi de.” (Int 5) [“It seems that reading skills were probably the worst among them. Because he didn't notice the difference between Turkish and English, he usually tried to pronounce English as if it were Turkish.”]

Related to English writing skills, most of the interviewees (n= 8) stated that they are facing difficulties in English writing activities. Especially, because of the first language effect and insufficient input the SSN are facing difficulties during these activities.

“Türkçe’de olmayan harflerin yazılışında yaşıyoruz. X gibi W gibi. Ayrıca İngilizce yazıldığı gibi okunan bir dil olmadığı için çocuklar duyduğu gibi kağıda aktarıyorlar yazdıklarını. Yazma konusunda da bu sıkıntı yaşanabiliyor.” (Int 4) [“We encounter letters that are not present in Turkish, such as 'X' and 'W.' Additionally, since English is not a phonetically spelled language, children tend to write what they hear. This can also pose difficulties in writing.”]

“Hiçbir zaman yaşlılarıyla aynı seviyede değil. Daha gerilerde sadece tek kelime. Bazen görsel ifade onu da tercih edebiliyorum sadece harfler ya da kelimeler de değil.” (Int 8) [“He is never at the same level as his peers. He is always behind, only at the level of single words. Sometimes, I prefer visual expression, not just letters or words.”]

“Yani İngilizce yazma becerisinin gelişmesi için öğrencinin kalem tutma, kalem kullanma veya kağıt kalem ilişkisi yani öğrencinin temelinde yazma becerisinin kuvvetli olması veya okunaklı yazabiliyor olması lazım.” (Int 10) [“In other words, for the English writing skill to develop, the student needs to have a strong foundation in writing, such as holding a pencil, using a pen, or the paper-pencil relationship.”]

4.5. Findings regarding the perceived professional needs of Turkish EFL teachers for teaching the English language in the scope of inclusive education

Concerning the perceived professional needs of Turkish EFL teachers for teaching the English language in the scope of inclusive education, the descriptive statistics are shown in Table 29.

Table 29

Percentages Regarding the Perceived Professional Needs of EFL Teachers in the Scope of Inclusive Education

Do Turkish EFL teachers have professional needs?	Frequency (f)	Percentage (p)
Yes	45	66.2 %
No	23	33.8 %
TOTAL	68	100 %

As seen in Table 29, while most of the (n= 45) participants stated that they have professional needs in their teaching English language in the scope of the inclusive education process, some of them (n= 23) indicated that they do not have professional needs in this regard. The perceived professional needs of EFL teachers are drawn from the responses to the survey and the themes are shown in Table 30.

Table 30

EFL Teachers' Perceived Professional Needs in the Scope of Inclusive Education

Themes	Frequency (f)
In-service Teacher Training (ITT)	26
Providing materials appropriate for SSN	15
Enhancement of School Physical Facilities	6

Regarding the perceived professional needs of Turkish EFL teachers to overcome the challenges they face during the planning and implementation of their instruction in the scope of inclusive education, it could be concluded that most of the (n= 26) participants indicated that they are facing difficulties as a result of lack of knowledge, thus ITTs are required for overcoming these challenges. Additionally, Participant 5 underscored the implication of auxiliary guides to be printed and distributed to teachers. Some responses are provided.

“Eğitimler kaynaştırma eğitimi altında yapılıyor oysa kaynaştırma öğrencilerinin çok farklı durumları var. Her bir eksiklikle ilgili hangi etkinlikler yapılacağı belirlenmeli belki bir yardımcı kılavuzlar basılıp öğretmenlere dağıtılmalı. EBA gibi kaynaştırma öğrencilerine de yönelik ağlar oluşturulmalı.” (Participant 5) [“The trainings are conducted under inclusive education, yet inclusive students have very different situations. Activities related to each deficiency should be determined, perhaps auxiliary guides should be printed and distributed to teachers. Networks targeting inclusive students, such as EBA, should be established.”]

“Sınıf dinamikleri öğrenci uyaranlarını artırdığı için dikkat çekmede zorluk yaşıyor. Destek eğitimin kaynaştırmadan daha etkili olduğu kanısındayım bu yüzden bire bir eğitimde uygulanması gereken plan, teknik ya da muhteva hazırlama konusunda da meslek eğitim ihtiyacı duyuyorum.” (Participant 12) [“Classroom dynamics increase stimuli for students, making it difficult to attract attention. I am convinced that support education is more effective than inclusion, so I feel the need for vocational training in planning, techniques, or content preparation for one-on-one education.”]

“Hizmet içi kurslar ve lisans düzeyinde bu konu hakkında ders verilerek sahada bu konuda daha bilgili halde olunması gereklidir. Ayrıca öğretim uygulamaları için örnek bir şablon ve işbirliği lazımdır.” (Participant 23) [“Continuing education courses and undergraduate-level courses on this topic should be provided to ensure educators are more knowledgeable in the field. Additionally, a sample template and collaboration are necessary for instructional practices.”]

“Farklı gereksinim türlerine göre plan ve materyal geliştirme konularında eğitim ihtiyacım olduğunu düşünüyorum” (Participant 35) [“I believe there is a need for training in developing plans and materials tailored to different types of needs.”]

To achieve a deeper insight into the EFL Teachers’ perceived professional needs for planning and implementing English language teaching process for SSN were investigated via semi-structured interviews, as well. And the related themes are presented in Table 31.

Table 31

EFL Teachers’ Perceived Professional Needs for Planning and Implementing the English Language Teaching for SSN

Themes	Frequency(f)
In-service Teacher Training (ITT)	9
Providing extra materials	3
Regulations for Inclusive Education Policies	2

In terms of the professional needs of Turkish EFL teachers regarding the planning and implementing their English language instruction processes in the scope of inclusive education, all of the participants (n= 10) stated that they have professional needs in this regard. Most of the interviewees (n= 9) underscored the significance of ITTs for improving their awareness of inclusive education and compensating the lack of their knowledge in terms of classroom management, and English language instruction techniques in the scope of inclusive education.

Additionally, some of them (n= 3) emphasized the requirement of designing materials appropriate for their SSNs' levels and conditions. Additionally, Int 10 stated that regulation for inclusive education policies is required in the light of good examples of foreign policies. Furthermore, Int 1 stated that raising awareness of EFL teachers regarding SSN could be beneficial, and during the planning of inclusive education policies, the implications of experienced teachers should be taken into consideration. Some responses are presented as follow:

“Mesleki anlamda ihtiyacımızın, önceki sorularda da belirttiğim gibi en büyük eksikliğin materyal eksikliği olduğunu düşünüyorum. Uzmanlarca hazırlanmış güzel materyallerin derslerimizde kullanılması daha güzel olur.” (Int 4) [“Professionally, I believe our greatest need, as I mentioned in previous responses, is a lack of materials. It would be beneficial to incorporate well-designed materials prepared by experts into our lessons.”]

“Bence öğretmenlerin bu konuda eğitim alması ve milli eğitimin bu eğitimleri desteklemesi ve öğretmenlere gerekli çalışmaları hazırlaması için materyaller vermesi gerekiyor. “(Int 5) [“I believe teachers should receive training in this regard, and the Ministry of Education should support these training initiatives by providing materials and resources to teachers for their preparation.”]

CHAPTER V

CONCLUSION, DISCUSSION, AND SUGGESTIONS

This final chapter provides a comprehensive analysis and synthesis of the data gathered throughout the study. It culminates with a discussion of the implications for various stakeholders and offers recommendations for future research endeavors.

5.1. Conclusion and discussion

This descriptive study, which employed a convergent parallel design and a mixed-method approach, aimed to investigate Turkish EFL teachers' perceptions of their levels of knowledge concerning teaching the English language to SSNs in the scope of the inclusive education process, their self-efficacy perceptions, classroom practices, the challenges they face with, and their perceived professional needs in this regard. The data were gathered via 1) a scale, 2) a survey, and 3) semi-structured interviews. As for the analysis procedure, quantitative data were analyzed through the SPSS 26.0 software, and data elicited via the open-ended questions of the survey and the semi-structured interviews were analyzed through inductive content analysis. A total of 68 Turkish EFL teachers who taught in different levels of state schools based in Yozgat Province in the 2023-2024 Academic year voluntarily took part in the study. Overall findings are discussed in line with each research question of the current study.

The investigation into Turkish EFL teachers' perceptions of teaching English within the context of inclusive education reveals that, although the majority of educators are aware of the general principles and processes involved in inclusive education, there is a noticeable gap in their understanding of the detailed planning and implementation procedures. This situation is consistent with the findings of İlgar (2017), who examined similar issues among pre-service teachers. İlgar's study identified a high level of awareness about inclusive education among pre-service teachers; however, it also pointed out their struggles with the practical aspects of implementing inclusive practices and communicating effectively with students with special needs (SSNs).

The parallel between İlgar's results and the current study underscores a persistent challenge in bridging theoretical knowledge with practical application, particularly within the context of both in-service and pre-service teacher education

Similarly, Yılmaz and Batu (2016) found that primary school teachers in Eskişehir possess theoretical knowledge of inclusive education procedures but encounter challenges in practice. This suggests that insufficient knowledge and experience may be contributing factors to these difficulties.

Further findings from the current study reveal that EFL teachers attribute their difficulties primarily to a lack of specific knowledge in inclusive education. This finding is consistent with that of Sucuoğlu et al. (2014), who identified insufficient knowledge about the educational process as a significant barrier for pre-school teachers in integrating SSNs into their classrooms.

Additionally, the study highlights that there is a lack of consensus among participants regarding their perceptions and definitions of the inclusive education process. This variation seems to be influenced by their individual beliefs and pedagogical backgrounds. Makoelle (2014) similarly reported in a study with secondary school practitioners in South Africa that differing conceptualizations of inclusive education may arise from the highly context-dependent nature of inclusive pedagogy.

Moreover, EFL teachers emphasized that all stakeholders, including parents and administrators, need to be informed about the concept of inclusive education and its planning and implementation. This finding is corroborated by Timothy and Agbenyega (2018), who stressed the importance of training for school staff to facilitate appropriate adjustments for SSNs in Australia.

In summary, while Turkish EFL teachers demonstrate an understanding of SSNs and the concept of inclusive education, they face challenges due to a lack of practical knowledge, particularly in implementing inclusive practices and teaching English to SSNs within inclusive classroom settings.

The exploration of Turkish EFL teachers' self-efficacy in teaching English to students with special needs (SSNs) within inclusive classroom settings has revealed several insights. Through the use of questionnaires, surveys, and semi-structured interviews, it was found that teachers rate their self-efficacy highest in the area of collaboration, with a mean score of 4.47. This suggests a strong confidence in their ability to work collaboratively within the inclusive education framework. In contrast, their self-efficacy is somewhat lower in instructional

practices and even lower in behavior management. Teachers attributed these lower self-efficacy perceptions to a lack of knowledge and experience in effectively implementing inclusive education processes. Concerning the various aspects of the inclusive education process, Savolainen et al. (2012) similarly concluded that South African teachers identified their ability to manage behavior as their strongest aspect of self-efficacy, whereas Finnish teachers perceived it as their weakest point. This may be attributed to contextual and social differences. Kaya (2005) similarly indicated in his study, conducted with preschool teachers, that while they feel adequate about recognizing their students and understanding their developmental characteristics through their undergraduate education, they expressed inadequacy in terms of legislative knowledge. The majority of teachers found themselves lacking in meeting the needs of SSNs and in implementing inclusive practices. Nevertheless, in Battal's (2007) study examines the competencies of classroom teachers and subject teachers regarding inclusive education. The findings indicated that while both classroom teachers and subject teachers considered themselves competent in understanding, implementing, and assessing children involved in inclusive education, they perceived themselves as lacking in legislative knowledge and principles. Additionally, in their study, Chao, Forlin, and Chuen Ho (2016) investigated how the self-efficacy of teachers regarding inclusive education changed through in-service training in Hong Kong. The study found that the training course enhanced teachers' adaptation to school environments and curricula regarding inclusive education, and it also improved teachers' self-efficacy towards SSNs. In their meta-analysis study with 41 studies, Leskinen, et al. (2022) underscored the importance of teachers' self-efficacy not only in inclusive practices but also across various teaching settings. A practical implication of this finding aligns with earlier research, which suggests that greater efforts are needed to enhance pre-service and in-service teacher training programs. These programs should focus on increasing teachers' self-efficacy, thereby better preparing them for diverse educational environments. Nevertheless, in their study implemented in a nursery school in İstanbul, Başgöl, Rışvanlı, Başar, and Topçu , 2018 concluded that pre-school teachers consider themselves self-efficacious in managing the problematic behaviors of their SSN in their inclusive classrooms. This could be as a result of the participants' of this study former experiences with the instruction of SSN, and their tendency to normalize them could be associated with this phenomenon.

Regarding how Turkish EFL teachers adapt their instructional practices to meet the needs of students with special needs (SSNs) in mainstream schools, the findings reveal that most participants adjust their classroom practices to suit the levels and needs of their SSNs.

Specifically, teachers reported employing various strategies such as peer work, visual aids, and gamification. Additionally, they noted that they simplify and modify learning outcomes to better align with the abilities of their SSNs. Similarly, in her study, Zeybek (2015) concluded that EFL teachers predominantly reported employing independent student exercises such as repetition, dialogue, and role-play. Some indicated using direct instructional methods like demonstration and one-on-one teaching. Additionally, in line with the significance of peer work in English language teaching in the scope of the inclusive education process, Batu (1998) in her study with 20 high school teachers from various branches (i.e., History teacher, Maths teacher, School Counselor) found that some teachers believe in the requirement of assigning tasks to typically developed students to involve them in inclusive practices. They indicated providing various tasks to typically developing students to assist students with special needs in inclusive classroom settings is advantageous both for SSN and their typically developed peers.

Another finding of the current study related to Turkish EFL teachers' adjustments in their classrooms for SSN is regulating the materials, exams, and worksheets in accordance with their SSNs' levels and needs. Most of the interviewees stated that they are regulating their methods such as providing fewer and simpler exam questions, writing questions in larger font and bold letters, incorporating visuals, and allowing more time may facilitate the more effective participation of SSNs during classroom practices. Additionally, they stated that they are more tolerant of their SSNs and their mistakes. Similar to these findings, Sucuoğlu (2006) indicated that selecting and adapting instructional materials, particular attention should be paid to ensuring that the materials are appropriate both for the subject matter being studied and for the student's developmental level. Instruction should be supported by the use of as many materials and visuals as possible, and opportunities should be provided for students to also utilize the materials.

Regarding teaching English language process, in consistency with the findings of the current study, Wood (2002) also has noted that teachers should incorporate as many instructions as possible in their lessons, make adjustments to assignments when necessary, and implement additional activities to ensure the use of the English language both inside and outside the classroom.

Although, in this study, most of the EFL teachers reported that they are making adjustments in their classroom practices for SSN, some of the participants stated that they don't have any regulations in their classroom practices according to the needs of their SSN. İlk (2014) concluded in her study that teachers mostly do not administer any different methods or

classroom practices addressing their SSN. Additionally, Gök (2009) concluded in her study that the teachers do adaptations in their classroom practices for their SSN merely in Maths and Science classes. This could be because of the teachers' negative perceptions of inclusive education and the fact that they support inclusive education in theory but not in practice. Similarly, Tiwari and Sharma (2014), in their study with 15 public high school teachers in Delhi, indicated that although teachers theoretically support inclusive education, they do not support it in practice and consequently do not make the necessary adjustments in their classroom practices.

In examining the challenges faced by Turkish EFL teachers in teaching English to students with special needs (SSNs) within inclusive classroom settings, the survey and semi-structured interviews revealed that nearly all participants encounter difficulties in this area. The primary obstacles identified include a lack of sufficient knowledge and experience, as well as the inadequacy of materials suited to the needs of SSNs. Similarly, in their study conducted with 20 pre-school teachers working in various provinces of Türkiye Vural et al. (2021) indicated that teachers are facing challenges in planning activities and organizing the educational environment to address all children's needs due to the inadequacy of the educational environment and materials in addressing their needs. Furthermore, in her study with sixty-three general and special education teachers, Abercrombie (2009) concluded that teachers are having difficulties as a result of the inadequacy of appropriate physical conditions for their SSN in mainstream schools. Additionally, Haug (2017) indicated that teachers reported that their undergraduate education primarily consisted of theoretical knowledge, with insufficient training in special education. They also noted a deficiency in practical experience with children from disadvantaged groups during their teaching internships, which is consistent with the findings of the current study. Parallel with these findings, Melekoğlu (2013) also concluded in his study with teacher candidates at Muğla University that the current Special Education course is not adequate for positive attitude and awareness toward SSNs. Consequently, teacher candidates from diverse fields need to have opportunities to engage with, identify, and comprehend SSNs. To be able to fulfill this requirement, carrying out interaction projects with SSN serves as an excellent prospect in the scope of inclusive practices.

In addition, the participants stated that they are having problems concerning the insufficiency of appropriate physical conditions for their SSN in mainstream schools. They stated that some special classes with suitable materials both for individual differences of SSN and for the implementation of the English language teaching process. In her study, Zeybek (2015) also

concluded that teachers are facing difficulties as a result of the physical inappropriateness for the levels and needs of their SSN.

As another finding of the current study, some of the EFL teachers stated that they are having difficulties regarding the cooperation part and lack of other stakeholders' support. Similarly, Vural et al. (2021) concluded that cooperation is essential for the success of inclusive education. In the Turkish context, the responsibility rests solely on the teacher. Finally, in Valeo's (2008) study, the majority of teachers reported that school administrators do not provide leadership or support.

Furthermore, as for another finding of the current study, the EFL teachers stated that they are facing difficulties in preparing IEPs for the SSNs. Similar to this finding, Yılmaz and Batu (2016) also indicated in their study with 16 primary teachers in Eskişehir, Türkiye that most of the teachers reported that they could define the IEPs and knew about it; however, they are encountering some problems while implementing the program in inclusive educational settings which may stem from the insufficient practice and knowledge regarding this issue.

Regarding the self-perceived professional needs of Turkish EFL teachers to address the challenges they encounter in implementing and planning inclusive English education practices, both qualitative and quantitative data were collected through surveys and semi-structured interviews. The findings indicate that nearly all participants expressed a need for in-service teacher training (ITT) to enhance their competencies in teaching English to students with special needs (SSNs) within inclusive classroom settings. In the study of Tiwari et al. (2015), it was discerned that teachers engaged in the inclusive education milieu exhibit a proactive stance. Teachers competently design and implement educational activities that match the varying developmental stages of their students. They also play a significant role in offering emotional and psychological support to SSNs in inclusive educational settings. However, they are facing challenges as a result of their lack of knowledge. Inclusive education necessitates personalized instruction to address the individualized requirements of every student. In their study implemented with 45 preschool teachers, Kahrıman Pamuk and Bal (2019) also inferred that despite employing a range of strategies both within and beyond the classroom to foster an inclusive educational atmosphere, teachers expressed a sense of inadequacy in their capacity to proficiently implement inclusive education due to insufficient knowledge. Consequently, they stated that they are in need of ITTs in this regard. In their study, Akalın et al. (2014) underscored the requirements of both undergraduate courses and in-service teacher training for teachers in the scope of inclusive education.

Furthermore, this study concluded that seminars are also required not only for teachers but also for parents, administrators, also to raise awareness of that currently significant agenda. Parallel with this finding, in her study, Durmuşoğlu (2013) asserted that parental education involvement initiatives supply a valuable chance for better comprehension for families to their children that facilitates the opportunity to communicate efficiently. In the study of Chow and Sharma (2022) with 1100 in-service teachers; 529 of them from primary schools and 581 of them from secondary schools, it was similarly concluded that in-service teachers in Hong Kong perceive themselves as lacking adequate support in implementing inclusive education. Significant predictors of their perceived support needs in inclusive education include their experience teaching students with disabilities, level of confidence, level of training, gender, and school type.

Finally, as another finding of the current study, extra time and physical adjustments for SSNs are required in addition to the appropriate materials for their SSN levels and needs. Similarly, Kaya (2016) indicated in his study that it is recommended that these students receive special education with the assistance of specialists and be allocated additional time. They have expressed that without specialist support, these students would not be truly included but rather neglected. Zhalelkanova (2019) also indicated that by examining both the psychophysical characteristics of students and the methodological aspects of inclusive education, each teacher should possess the capability to structure a working system tailored to SSNs and their learning difficulties. This includes acquiring the practical skills necessary for conducting independent experimental studies aimed at enhancing corrective and educational interventions and ultimately implementing the concept of integrated education.

5.2. Conclusion

The findings of this study reveal that EFL teachers generally possess a high level of awareness regarding inclusive education, particularly concerning students with physical disabilities. This heightened awareness can be attributed to the increased societal consciousness about inclusive education in recent years and the prevalence of SSNs in many classrooms. However, despite this awareness, teachers' self-efficacy perceptions are predominantly low to moderate, with the greatest confidence observed in collaboration and the least in instructional practices. This discrepancy is likely due to inadequate training received during their undergraduate education

and professional development, which often lacks practical applicability. Although teachers employ various strategies to adapt classroom practices to the needs of SSNs, such as using large fonts, simplification, peer tutoring, and gamification, they face significant challenges. These challenges include insufficient practical knowledge, lack of appropriate materials and resources, inadequate support from families and administrators, and the ineffectiveness of legal regulations. The study underscores the need for in-service teacher trainings that emphasize experiential learning, enrichment of course content, and support with materials tailored to the needs of SSNs. Additionally, it highlights the importance of enhanced support from families and school administrators, and the need for curriculum and legal frameworks that consider contextual factors and the diverse needs of all the students.

5.3. Implications

In the current study, Turkish EFL teachers' perceptions concerning their level of knowledge, and self-efficacy perceptions were investigated. Within the framework of findings, even though Turkish EFL teachers stated that they had high levels of self-efficacy perceptions in some regards, they are facing difficulties because they lack knowledge in teaching the English language process in the scope of inclusive education. It might be suggested that universities must put more emphasis on professional development units both during the B.A. degree education and the internships, as well.

Additionally, to support the EFL teachers in developing a strong sense of self-efficacy, more learning by doing in-service teacher training providing EFL teachers insights of teaching methods or strategies for inclusive educational context might be provided by the Ministry of Education (MoNE). Furthermore, as was stated by the participants, seminars for parents and administrators also must be provided to raise their awareness concerning the individual differences and needs of SSNs.

As for the Turkish EFL teachers' adjustments of their instructions and material adaptations appropriate for their SSN, they underscored the requirements of extra support and opportunities regarding the physical facilities of the inclusive classroom settings and mainstreaming schools. They stated that English language classes can be established or appropriate and differentiated materials for the individualized differences of SSNs, special tools to assess these SSNs, English audiobooks, and more visuals or games for the levels and differences of SSNs.

Concerning the perceived professional needs of EFL teachers, the participants stated that the policies and curricula should be applicable to compensate for the contextual and social diversities of SSNs. As was stated in Ainscow's (2020) study, there may be an inequity in education arising from political, social, economic, or cultural factors affecting the efficiency of educational policies. In this regard, the policies and the curricula could be regulated to ensure the requirements of SSNs' individual differences and contextual factors.

5.4. Suggestions for future studies

In this study, several suggestions could be made for future research studies. First, the current study only investigated the agenda from the EFL teachers' view. It might be suggested that it is advisable to conduct similar studies focusing on the other stakeholders' views within the same context (Pedaste et al., 2021). Moreover, this study was limited to 68 EFL teachers teaching English language based in Yozgat Province. A more comprehensive study involving a larger cohort of teachers from mainstreaming schools in other cities is recommended to obtain more generalizable results. Besides, this study was conducted to explore the difficulties and perceived professional needs faced by teachers during their teaching of the English language to SSNs in inclusive educational classrooms. Based on these insights, further detailed academic research can be pursued related to classroom practices and professional development initiatives accordingly. Additionally, a further study to develop a self-efficacy scale specifically for EFL teachers who provide inclusive instruction could be conducted. Furthermore, future research on the attitudes of all students with and without special educational needs, and the attitudes of school leaders, as well as the academic participation and critical reflections of all students might contribute to the field (Van Mieghem et al., 2017). Moreover, longitudinal studies examining the long-term outcomes of inclusive education practices on students with special needs and their peers would be valuable. Such studies could assess the sustained impact of inclusive strategies on academic achievement, social integration, and overall well-being of students over time. Investigating the role of technology in supporting inclusive education could also be an area of interest. Future research might examine how digital tools and resources can be leveraged to enhance the teaching and learning experiences of both SSNs and their typically developing peers. Finally, comparative studies between different educational systems or countries regarding their approaches to inclusive education could yield valuable information.

Understanding how varying policies, resources, and cultural contexts affect the implementation of inclusive practices might inform better strategies for global and local educational reforms.

In conclusion, future research could significantly contribute to the field by expanding studies to include diverse stakeholder perspectives, involving larger and more varied samples, and exploring long-term outcomes of inclusive education. Investigations into the development of specific self-efficacy scales for EFL teachers, the role of technology in inclusive classrooms, and comparative studies across different educational contexts could also provide valuable insights and enhance the implementation of inclusive practices.



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APPENDICES

Appendix A

Teacher Efficacy for Inclusive Practices scale—Short Form (TEIP-SF)

Factor Item Description

Efficacy in Inclusive Instruction

1. I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, and performance-based assessment)
2. I am able to provide an alternate explanation or example when students are confused
3. I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated

Efficacy in Managing Behaviour

7. I am confident in my ability to prevent disruptive behavior in the classroom before it occurs
9. I am able to calm a student who is disruptive or noisy
10. I am able to get children to follow classroom rules

Efficacy in Collaboration

15. I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with disabilities in the classroom
16. I am confident in my ability to get parents involved in school activities of their children with disabilities
17. I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities

Appendix B

Survey for EFL Teachers

1. Name:

2. Gender:

Female () Male () Prefer not to say ()

3. Institution of Employment:

4. Years of Service in the Profession: year (the completed year of profession):

5. Which department did you graduate from?

() English Language Teaching

() English Culture and Literature

() Translation

() American Culture and Literature

() Other:

6. Education Level:

() Bachelor's degree holder (4-year program)

() Master's degree student (In coursework or thesis stage)

() Master's degree holder

() Doctoral student (In coursework or dissertation stage)

() Doctoral degree holder

7. During your undergraduate education have you taken any courses related to special education or teaching English in inclusive classrooms?

() Yes () No

8. After graduation, throughout your professional career, have you attended any training/courses related to special education or teaching the English language in the scope of inclusive education?

() Yes () No

8.1.If yes, from which Institution did you take this training/ course?

() MoNE () Other

8.2.Did these training/courses have any impact on your process of teaching English in inclusive classrooms? Could you elaborate on these impacts with some examples?

9. Please indicate your level of knowledge about the following types of students' features receiving education within the scope of inclusive education and your level of familiarity with them.

(You should evaluate your perceived knowledge here)

(Enumerate on a scale from "1; I have no knowledge" to "5; I have extensive knowledge")

a) Individuals with intellectual disabilities, 1() 2() 3() 4() 5()

b) Individuals with physical disabilities, 1() 2() 3() 4() 5()

c) Individuals with attention deficit hyperactivity disorder (ADHD), 1() 2() 3() 4() 5()

d) Individuals with speech and language disorders, 1() 2() 3() 4() 5()

e) Individuals with autism spectrum disorder (ASD), 1() 2() 3() 4() 5()

f) Individuals with visual impairments, 1() 2() 3() 4() 5()

g) Individuals with hearing impairments, 1() 2() 3() 4() 5()

h) Individuals with learning difficulties, 1() 2() 3() 4() 5()

i) Individuals with special talents. 1() 2() 3() 4() 5()

10. Could you define “inclusive education” please? Define with your own words, please.

11. Could you define "English language teaching in the scope of inclusive education" please?
Define with your own words, please.

12. Do you consider yourself professionally competent to teach English to students with special needs? () Yes () No () I am not sure about that

12.1. If yes, to what extent do you consider yourself competent?

(Rate yourself on a scale from "1, Not Sufficiently Competent" to "5, Highly Competent").

1() 2() 3() 4() 5()

13. Do you make any adjustments in your teaching practices for your English instruction to students with special needs in your classes? () Yes () No

13.1. If yes, please indicate the areas/topics where you make adjustments. (You can select all options that apply to you).

- a) Academic performance assessment
- b) Curriculum adaptation
- c) Individualized education plan preparation
- d) Material adaptation
- e) Exam adaptation
- f) Homework adaptation
- g) Method-technique adaptation
- h) Activity adaptation
- i) Classroom management adjustments
- j) Other

14. Do you encounter any challenges during the implementation of the English language teaching process in inclusive classrooms? () Yes () No

14.1. If yes, what kind of challenges do you face? (You can select all options that apply to you.)

- a) Lack of sufficient knowledge about inclusive education
- b) Lack of sufficient knowledge about students with special needs
- c) Lack of materials for students with special needs

d) Overcrowded class sizes

e) Challenges in classroom management (related to controlling students with special needs, etc.)

f) Inadequate support from other stakeholders (school management, parents)

g) Lack of knowledge about methods and techniques for teaching English language to students with special needs

h) Other

15. Do you believe that you have professionally development needs regarding the planning and implementation of English language teaching practices in inclusive classrooms?

() Yes () No () I don't know/ I am not sure

15.1. If your answer is yes, what are these needs? Could you please elaborate with examples?

16. Do you want to add something?

Appendix C

Semi-structured Interview Form for EFL Teachers

1. Could you define “inclusive education”, please? Define with your own words, please.
 - 1.1. Could you define “English language teaching in the scope of inclusive education, please? Define with your own words, please.
2. Do you consider yourself professionally competent in teaching the English language in the scope of inclusive education? Why? Could you please elaborate?
 - 2.1. Do you consider yourself professionally competent in the scope of educational attainments (planning, adapting practices, implementing) within the duration of English teaching along with inclusive education? Why? Could you please elaborate?
 - 2.2. Do you consider yourself professionally competent in the scope of assessment and evaluation within the duration of English teaching along with inclusive education? Why? Could you please elaborate?
 - 2.3. Do you consider yourself professionally competent in the scope of classroom management within the duration of English teaching along with inclusive education? Why? Could you please elaborate?
3. Do you make adjustments in your teaching practices for your English instruction to students with special needs in your classes?
 - 3.1. If your answer is yes, could you please elaborate on these adjustments (practices used), and give some examples? (designing special materials for SSNs, peer teaching, teaching SSNs individually, role-playing, demonstration, etc.)
 - 3.1.1. Do you prepare an individualized education program for your SSNs in your classes during the English language teaching process in the scope of inclusive education?
 - 3.1.2. What kind of activities do you use to support your SSN’s English language learning process in the scope of inclusive education?

4. Do you encounter challenges while teaching English to SSNs in your class?
- 4.1. If your answer is yes, could you please explain these challenges with examples?
- 4.1.1. What kind of difficulties do you face in the scope of English **speaking** skills while teaching the English language to SSNs along with inclusive education?
- 4.1.2. What kind of difficulties do you face in the scope of English **listening** skills while teaching the English language to SSNs along with inclusive education?
- 4.1.3. What kind of difficulties do you face in the scope of English **reading** skills while teaching the English language to SSNs along with inclusive education?
- 4.1.4. What kind of difficulties do you face in the scope of English **writing** skills while teaching the English language to SSNs along with inclusive education?
5. Do you believe that you have professional needs regarding the planning and implementation of English language teaching practices in inclusive classrooms? If your answer is yes, what are these needs, and could you please explain them with examples?

Appendix D

Sakarya University Ethics Committee Permission

Evrak Tarih ve Sayısı: 08.03.2024-E.344848



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu



Sayı : E-61923333-050.99-344848
Konu : 29/26 Buse YAŞAR

08.03.2024

Sayın Buse YAŞAR

İlgi : 01.03.2024 tarihli ve E--050.99-0 sayılı yazınız.

Üniversitemiz Eğitim Araştırmaları ve Yayın Etik Kurulu'nun 06.03.2024 tarihli ve 29 sayılı toplantısında alınan "26" nolu karar ile Buse YAŞAR'ın başvurusu **uygun** görülmüş ve karar örneği ekte sunulmuştur.

Bilgilerinizi rica ederim.

Prof. Dr. Murat İSKENDER
Eğitim Araştırmaları ve Yayın Etik
Kurulu Başkanı

Ek: Karar Yazısı (1 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Doğrulama Kodu : BSPL6CDVAK Pin Kodu : 30382

Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5783&eD=BSPL6CDVAK&eS=344848>

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