

REPUBLIC OF TÜRKİYE
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

**UNIVERSAL DESIGN FOR LEARNING IN ENGLISH LANGUAGE TEACHER
EDUCATION: A GAP ANALYSIS**

MASTER'S THESIS

KEREM CAN ALPAY

SUPERVISOR

ASSIST. PROF. DR. ELİF BOZYİĞİT

JANUARY 2025

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DECLARATION

I declare in this study, which has been conducted and written in accordance with the Sakarya University Institute of Educational Sciences Thesis-Project Writing Guide that:

- I have gathered and presented all the data and documents in this thesis in line with academic and ethical rules,
- I have given references to all the works which have been cited,
- I have not made any alterations to the data which have been used,
- I have not presented all or any part of this thesis as another thesis study.

Kerem Can ALPAY

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First and foremost, I would like to express my sincerest gratitude to my supervisor, Assist. Prof. Dr. Elif Bozyiğit, for her unwavering guidance, insights, and efforts throughout this journey. Her support and encouragement have played a crucial role in shaping this thesis, and I am grateful for her mentorship.

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Finally, I dedicate this work to my mother and brother, Nilüfer Kaya and Mustafa Sami Alpay, whose love, sacrifices, and unwavering support have been my greatest source of strength. Their belief in me and their encouragement at every step of this journey have been the foundation upon which I stand today and will continue to serve as a lodestar in the future.

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Lastly, in this final threshold, I stand transformed, both vessel and voyager altered by the path. This thesis, no longer nascent thoughts on paper but a cartography of lessons, only some academic. Amidst the cognitive dissonance and impostor syndrome, it was indeed a challenge of body and mind. The future swung like a pendulum, and every plan was subject to a reevaluation. Yet two things kept overcoming anything in their path to push me further: this relentless thirst for knowledge, sacred and profound, and that divine discontent when glimpsing what could be better. While one journey ends here with this PDF, perhaps others may march on, or better said by Jimmy Webb, “I will remain. I'll be back again and again and again.”

ABSTRACT

UNIVERSAL DESIGN FOR LEARNING IN ENGLISH LANGUAGE TEACHER EDUCATION: A GAP ANALYSIS

Kerem Can ALPAY, Master's Thesis

Supervisor: Assist. Prof. Dr. Elif BOZYİĞİT

Sakarya University, 2025.

This study investigated the implementation gaps of Universal Design for Learning (UDL) framework in English language teacher education in Türkiye through a three-phase gap analysis approach. Using reflective thematic analysis, the study examined the 2018 English Language Teaching curriculum's alignment with UDL principles and explored the self-reported practices of both new graduate English language teachers (NGELTs) and English language teacher educators (ELTEs). Data was collected through curriculum analysis, a UDL-aligned questionnaire (n=70), and semi-structured interviews with NGELTs and ELTEs. The findings revealed that while the curriculum demonstrates some natural alignment with UDL principles, significant gaps exist in areas such as executive functions, self-regulation, and assistive technology implementation. Analysis of NGELTs' practices showed intuitive alignment with basic UDL principles but limited structured implementation, reflecting similar patterns observed in ELTEs' practices. The study identified that ELTEs serve as implicit models for NGELTs' inclusive practices, with both groups demonstrating high awareness but limited knowledge of UDL implementation. These findings suggest that there is a foundation for UDL implementation in Turkish English language teacher education and explicit integration of the framework into the curriculum and teacher training practices could enhance inclusive education practices. The study contributes to the understanding of UDL implementation in language teacher education and provides insights for curriculum development and teacher training programs.

Keywords: Universal Design for Learning, Diversity, Inclusive education, English language teaching, Gap analysis.

ÖZET

İNGİLİZCE ÖĞRETMENİ YETİŞTİRMEDE ÖĞRENME İÇİN EVRENSEL TASARIM: BOŞLUK ANALİZİ

Kerem Can ALPAY, Yüksek Lisans Tezi

Danışman: Dr. Öğr. Üyesi Elif BOZYİĞİT

Sakarya Üniversitesi. 2025.

Bu çalışma, Türkiye'deki İngilizce öğretmeni eğitiminde Öğrenme için Evrensel Tasarım (ÖET) çerçevesinin uygulanmasını üç aşamalı bir boşluk analizi yaklaşımıyla incelemiştir. Yansıtıcı tematik analiz kullanan bu çalışma, 2018 İngilizce Öğretmenliği müfredatının ÖET prensipleriyle uyumunu incelemiş ve hem yeni mezun İngilizce öğretmenlerinin hem de İngilizce öğretmeni eğitimcilerinin öz-bildirimli uygulamalarını araştırmıştır. Veriler müfredat analizi, ÖET odaklı bir anket (n=70) ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Bulgular, müfredatın ÖET prensipleriyle bazı doğal uyumlar gösterdiğini ortaya koyarken, yürütücü işlevler, öz-düzenleme ve yardımcı teknoloji uygulaması gibi alanlarda önemli boşluklar olduğunu göstermiştir. Yeni mezun İngilizce öğretmenlerinin uygulamalarının analizi, temel ÖET prensipleriyle sezgisel bir uyum gösterdiğini ancak uygulamanın sınırlı olduğunu ortaya koymuş ve bu durum İngilizce öğretmeni eğitimcilerinin uygulamalarında gözlemlenen benzer örüntüleri yansıtmıştır. Çalışma, İngilizce öğretmeni eğitimcilerinin yeni mezun İngilizce öğretmenlerinin kapsayıcı uygulamaları için örtük modeller olarak hizmet ettiğini, her iki grubun da yüksek farkındalık ancak sınırlı ÖET uygulama bilgisi gösterdiğini belirlemiştir. Bu bulgular, Türk İngilizce öğretmeni eğitiminde ÖET uygulaması için bir temel olduğunu ve çerçevenin müfredata ve öğretmen eğitimi uygulamalarına entegrasyonunun kapsayıcı eğitim uygulamalarını geliştirebileceğini göstermektedir. Çalışma, dil öğretmeni eğitiminde ÖET uygulamasının anlaşılmasına katkıda bulunmakta ve müfredat geliştirme ve öğretmen eğitimi programları için içgörüler sağlamaktadır.

Keywords: Öğrenmede evrensel tasarım, Çeşitlilik, Kapsayıcı eğitim, İngilizce öğretmenliği, boşluk analizi

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ABBREVIATIONS

CAST	: Center for Applied Special Technology
CoHE	: Council of Higher Education
ELT	: English Language Teaching
ELTE	: English Language Teacher Educator
ELTP	: English Language Teaching Program
MoNE	: Ministry of National Education
NGELT	: New Graduate English Language Teacher
RTI	: Response to Intervention
SDT	: Self-Determination Theory
SEL	: Social-Emotional Learning
UD	: Universal Design
UDL	: Universal Design for Learning

CHAPTER I

INTRODUCTION

This chapter introduces the key elements of this research study. It begins with the background that establishes the context, followed by a clear statement of the research problem. The scope and purpose section outlines the study's boundaries and objectives, while the significance section explains its potential impact. The chapter then addresses the study's limitations and delimitations and concludes with definitions of essential terms used throughout the thesis.

1.1. Background of the Study

Classrooms are spaces where many individuals with their own thought systems, learning habits, and preferences come together. Gardner's (1999) theory of multiple intelligences has shown how individuals can differ in their approach to the educational environment. Gardner (1985) also points out the differences in the attitudes and motivations of individuals in the classroom and their effects on learning. Similarly, Dörnyei (2009) emphasizes that the perception of oneself and the concept of the 'ideal self' that one wants to achieve is a concept that affects motivation in the classroom and is constantly changing. Therefore, this changeability is one of the factors that increases diversity in the classroom. These factors of individuals can be the factors that both contribute to the functioning of educational practices in the classroom and cause situations that negatively affect education (Salar et. al., 2016).

Another factor that increases diversity in the classroom is culture. Türkiye is a country with many cultures consisting of both ethnic and religious minorities. In addition, this diversity is increasing as a result of both internal and external migration movements (Baysu and Ağırdağ, 2019; GİB, 2022a; GİB,2022b). As can be expected, this diversity is also reflected in the classrooms, and both migrant students and teachers teaching in these classrooms sometimes face positive and negative situations (Altıntaş, 2012; Topaloğlu and Aktaş, 2022; Yolcu and Doğan, 2022).

This individual variety and diversity forms an atmosphere where students are salient with their distinct individual differences and this atmosphere challenges the students' role in the classroom setting. The place of the individual in education has been analyzed from different perspectives. From a political point of view, the aims of education are to give the individual a sense of community, to increase the sense of belonging, to ensure that the individual obeys the law, and to increase the feelings of citizenship (Ertugay, 2015). The collectivist approach to education from this perspective contradicts with the individualist approach according to Bertram (2012) as the collectivist approach in education causes individuals to never be able to reach their potential; they cannot get to know and familiarize their teachers, classmates, and themselves; and pointed out that the individual will constantly reconstruct their perception of the individual to protect the relationships they have established. Stemming from Bertram's idea, classrooms should be environments where both common values are transmitted so that any individual does not lose his/her importance.

In tandem with the individual's importance, various concepts have been developed to preserve the place of the individual in classrooms and to make the culture, characteristics, habits, and preferences which the individual takes into the classroom with him/her, a part of the teaching process instead of ignoring them. Among these, inclusive education stands out as a key framework that integrates students' diverse backgrounds, habits, and preferences into the learning process rather than overlooking them.

One comprehensive definition of inclusive education comes from Qvortrup and Qvortrup (2015). Inclusion in education operates across three dimensions: levels (from formal membership to active participation), social contexts (from classroom to informal relationships), and degrees of engagement (from central to peripheral participation), representing a spectrum of student involvement rather than a binary concept. Thus, true inclusion occurs when a student experiences meaningful engagement across these dimensions, participating not only in formal academic activities but also in the diverse social fabrics that make up the school community.

The recognition that educational environments must accommodate all learners has led to the emergence of various frameworks and approaches that support inclusive practices. As educators and researchers searched for ways to implement inclusive principles effectively, they found valuable insights in an unexpected place: the field of architecture. This cross-disciplinary

inspiration gave rise to Universal Design for Learning (UDL). This movement has been influenced by architecture, which aims to design structures that can be used by all people, not just people with disabilities, and serves the same purpose in education. It is said that equal opportunities, independent living, full participation, and economic self-efficacy will be realized through advances in education enabled by UDL and inclusion (Turnbull, et. al., 2020). Arguing that traditional educational habits create barriers not only for students with disabilities but also for many students, UDL suggests that academic knowledge should be accessible to all students and that progress in education will be realized in this way.

1.2. Statement of the Problem

In Turkish context, although it is sometimes considered as a concept of special education, inclusive education is not limited to special education but aims to ensure that every individual with differences participates in education (OECD, 2018; Vural, et. al., 2021). While there have been initiatives to establish inclusive education, these initiatives are hindered by many challenges such as deficiencies in teachers' knowledge, lack of professional development, lack of expert support, insufficient infrastructure and unfit classrooms, and disparity between institutions (Aktan, 2021; Karaca and Bağcı, 2023; Yıldız, 2023). From these challenges, it could be said that teacher education is one of the areas that is open to scrutiny since deficiencies in teachers' knowledge and practices are commonly mentioned (Balık and Özgün, 2024; Melekoğlu and Sağlam, 2023) and instruction rests at a surface level (Bulut, 2024).

English language classrooms present unique challenges for implementing inclusive practices due to the inherent diversity in students' language proficiency levels and learning needs (Hall, 2018). Research indicates that English language learners often experience varying levels of anxiety, motivation, and prior exposure to the target language (Liu, 2012; Zhou, 2016), and inclusive practices in English language teaching can significantly impact student engagement and learning outcomes (Melinda et al., 2019; Ojong and Addo, 2024; Lan, 2024). From this point of view, it would be beneficial for teacher training programs to develop knowledge of inclusive practices. However, it was observed that the 2018 English Language Teaching

program adopted in Türkiye has deficiencies in developing inclusive practices, knowledge, and thinking.

In his unstructured observations, the researcher observed that English language teacher candidates had deficiencies in inclusive practices during their practicum. It was observed that individual differences were ignored; there were difficulties in including students in the lesson at the individual level, and the individual differences of the students disrupted the lesson instead of supporting it.

1.3. Scope and Purpose of the Study

Considering all these, the aim of this thesis, which is designed as exploratory research, is to unearth the gaps and alignment of new graduate English language teachers' practices with the Universal Design for Learning framework to determine their UDL-readiness and to explore the possible contributions of English language teacher educators and 2018 English language teaching program. To achieve this goal, the researcher aims to explore the following questions throughout the study:

RQ1. "Do the new graduate English language teachers' self-reported teaching practices demonstrate UDL principles and guidelines? If yes, to what are their UDL-integrated teaching practices attributed?"

1.1 Does the 2018 initial teacher education curriculum contribute to new graduate English language teachers' UDL-readiness in their teaching practices?

1.2 Do the new graduate English language teachers' self-reported teaching practices demonstrate UDL principles and guidelines?

1.3 Do the English language teacher educators' model UDL principles and guidelines in their teacher training practices?

1.4. The Significance of the Study

While there are several initiatives in the Turkish education system regarding inclusive education (Yazıcıoğlu, 2020), these initiatives are not part of a systematic model or framework, and have critical drawbacks. It is reported that while positive actions have been taken, equal opportunity in education and the inclusion of disadvantaged groups remain far from being fully realized (Kesik & Beycioğlu, 2022). According to a report from Eğitim Reformu Girişimi (Kesbiç et al., 2024), the target groups for inclusion include socioeconomically disadvantaged students, students with special education needs, migrant and refugee children, girls at risk, rural students, and working children. However, these groups have often been addressed in isolation, with policies primarily focusing on students with disabilities, while other marginalized groups have only recently received attention, largely in response to demographic shifts rather than through proactive, structured planning (Kesik & Beycioğlu, 2022; Yazıcıoğlu, 2020). As a result, inclusive education policies remain fragmented, lacking a comprehensive, cross-category approach that presents equal learning opportunities for all students.

In the Turkish context, Universal Design for Learning (UDL) can serve as a structured, research-based framework to bridge these gaps and create sustainable, inclusive educational environments. By providing multiple access points to learning, flexible teaching strategies, and adaptable assessment options, UDL offers comprehensive solutions to meet the diverse needs of students (Al-Azawei et al., 2016; Almeqdad et al., 2023; AlRawi & AlKahtani, 2021; Ok et al., 2016; Rao et al., 2014). This is particularly crucial given the increasing student diversity in Türkiye due to migration and socioeconomic disparities. Migrant students, for example, often face challenges related to language proficiency, cultural adaptation, and prior educational gaps (Altıntaş, 2012; Topaloğlu & Aktaş, 2022; Yolcu & Doğan, 2022). Similarly, students with special education needs require differentiated instructional approaches and assistive technologies to fully engage in learning (Karasaç-Horkel, 2023; Polat, 2022). UDL addresses these challenges by equipping teachers with practical tools to foster inclusivity while preventing segregation, ensuring that diverse learning needs are met within the same classroom environment.

By using UDL as a benchmark for inclusive education, this study seeks to identify implementation gaps and potential areas for enhancement. The findings can provide insight into professional development opportunities, future educational program designs, and policymaking decisions. Moreover, the challenges Türkiye faces in implementing inclusive education—such as gaps in teacher training, insufficient support services, inadequate infrastructure, policy-practice misalignment, economic barriers, and communication issues among stakeholders (Amaç, 2021; Gencer et al., 2023; Karal, 2021; Kesbiç et al., 2024; Polat, 2020)—are not unique to the country but reflect broader global struggles in achieving educational equity (Arias et al., 2023; Dewi, 2024; Horishna et al., 2020; Khoiriyah et al., 2024; Sijuola & Davidova, 2022). Consequently, the results of this study will not only contribute to inclusive education efforts in Türkiye but also offer valuable insights for global initiatives aimed at improving accessibility and equity in education.

1.5. Definitions

Inclusion: Inclusion is a transformative process characterized by deliberate practices and sustained actions that both honor diversity and promote belonging, suggesting that every person brings unique value and capabilities, deserving respect and recognition (UNESCO, 2020). In a sense, inclusion refers to all individuals having equal opportunities to participate fully in all aspects of society. This concept focuses on removing barriers, whether physical, social, or attitudinal, that could exclude certain groups, with the goal of creating environments where diversity is appreciated, and everyone feels respected and supported.

Inclusive Education: Qvortrup and Qvortrup (2015) define inclusive education as a multi-dimensional concept with three levels: one concerning the degree of involvement, which goes from being a formal member to being an active participant; social contexts, which go from classrooms to informal relationships; and finally, the degree of engagement, which goes from central to peripheral involvement. Instead of a 'state,' this perspective views inclusion as a spectrum of student engagement, and inclusion is 'achieved' when students experience meaningful participation across all dimensions, taking part not only in structured academic activities but also in the broader social dynamics of the school community.

New Graduate English Language teachers: Farrell (2012; 2023) defines new graduate teachers as educators who have completed their teacher education programs, including practicums, and are beginning their teaching careers in educational institutions. They are still in the process of learning to teach, which involves understanding classroom dynamics and developing behaviors that align with the demands of the teaching environment. Their experiences are influenced by factors such as prior learning experiences, the nature of their teacher education programs, and their socialization into both the broader educational culture and the specific institutional culture of their workplaces. Even though it is not limited to it, teachers who have been teaching for one to three years could be considered new graduates (Farrell, 2012; Haynes, 2011).

English Language Teacher Educators: According to Barkhuizen (2021), Goodwin et al. define teacher educators as "university-based, doctoral prepared faculty who engage in teacher educating – that is, the preparation of preservice or future teachers" (p. 14). This definition is further concentrated in language teacher education as professionals who provide formal instruction and support for both pre-service and in-service language teachers' professional development. Language teacher educators are scholars who push language teaching and learning forward, practitioners who possess pedagogical expertise, and researchers who actively contribute to the field's knowledge (Barkhuizen, 2021).

2018 English Language Teaching Curriculum: The English Language Teaching undergraduate program curriculum was commonly used by the faculties of education in Türkiye prior to the 'delegation of authority' announcement of the Council of Higher Education in 2020.

Universal Design for Learning: Universal Design for Learning (UDL) is an educational framework that optimizes teaching and learning by providing flexible approaches to instruction, assessment, and curriculum design. It aims to accommodate the diverse needs of learners by potential barriers to learning, and to creating learning environments that are inclusive of different abilities, preferences, and backgrounds while maintaining high achievement standards. UDL addresses learner variability through three principles: representation, action and expression, and engagement.

Professional Development: Professional development is described as a continuous learning process aimed at improving educators' skills and knowledge to meet their students' learning needs effectively (Darasawang, 2006). Professional development in language teaching is a

process that aims to expand teachers' knowledge, help them discover contemporary theories, promote self-reflection, and encourage engagement with research. This approach enables educators to develop deeper understanding and sustained growth in their practice through both formal activities like workshops and conferences, as well as ongoing self-directed learning experiences (Barkhuizen, 2021).

Differentiated Instruction: Differentiated instruction is a framework that puts learners' readiness, cognitive nature, and context at the core of instruction and tailors opportunities for learners to manage information in their preferred and most effective ways. Pham (2012) states that “Effective differentiation should include, but is not limited to, identifying students’ readiness levels, modifying instruction, applying collaboration and autonomy in learning, and integrating teaching and practice to enhance learning.”

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature related to language teacher education and inclusive practices. It begins by examining language teacher preparation, its challenges, and specific considerations within Turkish English language teacher education. The review then analyzes inclusive educational policies and Universal Design for Learning principles, establishing the theoretical foundation for this thesis study.

2.1. Language Teacher Education

In this section, terms such as ‘teacher education’ and ‘language teacher education’ are mentioned frequently. It is essential to clarify that these terms are used in the context of second language education and foreign language teacher education. Moreover, in the context of this study, these terms are used in parallel with English Language Teacher Education.

Language teacher education is a field of study that deals with training teachers and enhancing language teaching practices. Regardless of the approach, teacher education aims to train language teachers to be competent and effective in their practice. This training generally aims to ensure that teachers have knowledge of the language and knowledge of how to teach the language. Teachers are given opportunities to internalize the knowledge they have acquired throughout the years via teaching practices. In addition, this focus on both past and prevailing experiential training is also supported by academic training. This focus on research-based development and professional development results in being a teacher and a researcher considered intertwined (Burns and Richards, 2009; Crandall, 2000; Johnson, 2016).

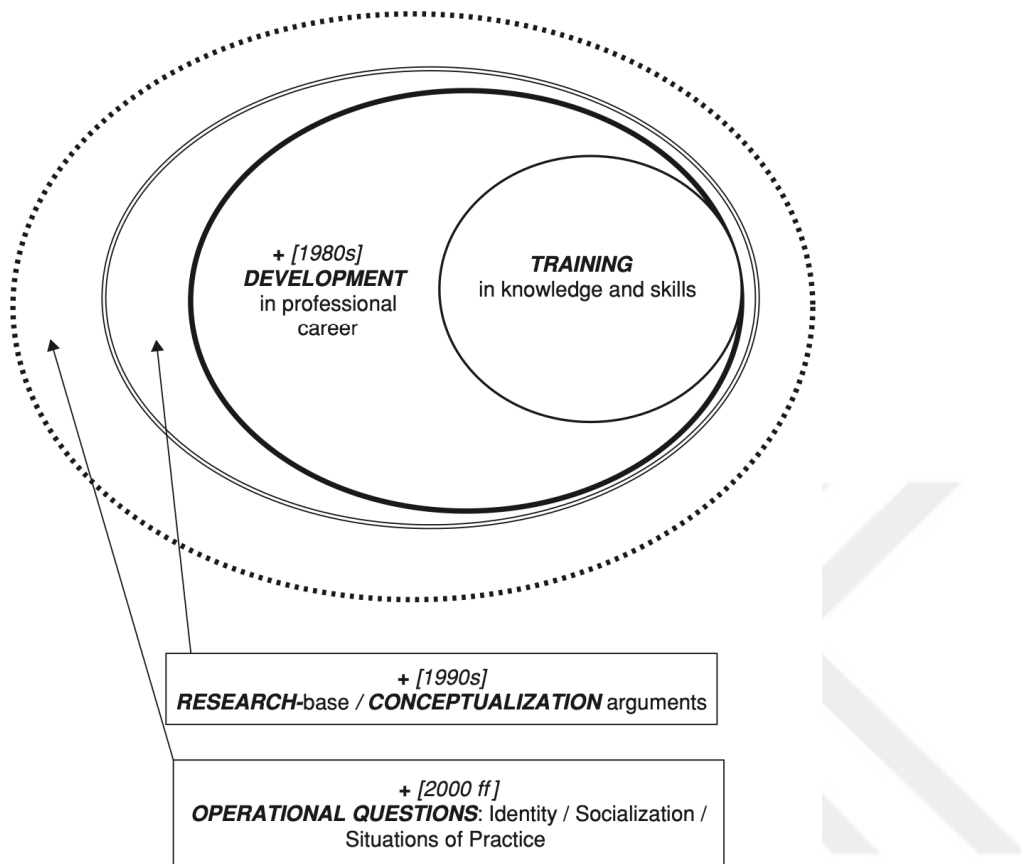


Figure 1. Widening gyre of SLTE

Note: Retrieved from *Cambridge Guide to Second Language Teacher Education* (p 14), D. Freeman (2009) Cambridge: Cambridge University Press. Copyright (2009) by Cambridge University Press

In her chapter Freeman (2009) condenses the journey of the language teacher education's scope and the changes that happened to it. What began as a simple transformation of knowledge of language and teaching soon expanded to include the professional reshaping of a person as a teacher. The attention to professional development led to a deeper understanding of teacher thinking processes and decision-making. With all the attention it gathered, the field of language teacher education was recognized, and the scope of language teacher education started to be redefined.

This continuously evolving area found its current ground in the sociocultural perspective (Johnson, 2009). This perspective provided context for language teacher education and gave rise

to topics such as teacher cognition, teacher identity, community of practice, modeling, and knowledge base. These topics shed light on many areas, such as the importance of the underlying thought systems and beliefs of teachers; the shaping of teachers' sense of self with the influence of personal, societal, and contextual factors; collaborative and collective models for the development of in-service language teachers; influences teachers get from their previous learning experiences and teachers; and the inventory of knowledge that a language teacher must possess. Among these critical topics, the knowledge base and modeling are particularly relevant for this thesis study.

The knowledge base refers to the set of elements that are crucial for effective instruction and learning practices. According to Freeman (2020), knowledge includes subject matter, teacher qualification, learners and their motivations, teaching methods, and professional development. Dogancay-Aktuna (2008) expands this view by highlighting the need for teachers to be culturally and politically aware, encompassing an understanding of cultural differences in teaching, innovation management, and the sociopolitical impact on English as a global language. On the other hand, Shulman (1987) identifies seven areas of knowledge as subject expertise, teaching strategies, curriculum understanding, specialized teaching knowledge, insights into learner characteristics, awareness of educational settings, and comprehension of educational goals and values.

By combining these descriptions, which were made decades apart, it is possible to make a few inferences about what the knowledge base should contain. First, obviously, the knowledge base contains more than content knowledge and pedagogical knowledge. Second, it is widely acknowledged throughout the time that teaching and learning cannot be separated from sociocultural variables. Such variables are the very things that make the teaching and learning process situated. Influenced by the usage of artificial intelligence, Freeman (2020) describes a knowledge base as a socio-professional storage system that sets the borders for teaching characterized by the specific context of the teaching.

As mentioned previously, it is possible, yet underwhelming, to define knowledge base as an inventory of knowledge. This inventory, in a way, fuels the cognitive decisions of teachers and is developed by the teacher training programs, and has a critical role in a teacher's decision-making process (Freeman and Johnson, 1998). However, it is acknowledged that classrooms are

relatively unique in their circumstances, and it is unrealistic for teacher training programs to provide teachers with the knowledge that will one hundred percent prepare them. Yet, having a greater knowledge base sure helps teachers in their decision-making and makes it easier to manage the challenges of teaching (Dogancay-Aktuna, 2008).

As mentioned earlier, another factor that contributes to the decision making of the teachers is their teachers. This influence of past teachers serves as a model to which teachers could base their practices on. In the context of teacher education, this could mean that what teachers consider as effective strategies could be a leftover from their experiences with teacher educator. As framed by Feiman-Nemser and Buchmann (1985), teacher educators could serve as an initial professional model which influences teachers' conception of effective teaching. In her work Pajares (1992) conceptualizes modeling via referencing the works of Ertraut (1985), Goodman (1988), and Calderhead and Robson (1991) saying that previous learning experiences influence teachers, and a *guiding image* takes part in the decision-making process almost like a filter. In order to develop a pedagogy for teaching to teachers, Lunenberg et al. (2014) recognize the effects of modeling and separate it into two levels as exemplary work and pedagogical reasoning, where student teachers are offered practices that they can draw upon, in the first level, and laying the pedagogical groundwork in order to enhance their understating, in the second level. Additionally, the influence of teachers on teachers is also recognized by Korthagen's (2007, 2017) onion model, where the learning experiences and role-models are said to create a guide that presents itself during teaching often unconsciously.

In the literature we can see empirical studies from a wide period that support the idea of teachers modeling other teachers during their development. Izadinia (2012) proposes that teacher educators serve as influences for student teachers in the areas of ideas and beliefs about teaching. Chen and Mensah (2018) argue that in addition to the quality of coursework, teachers who have close contact with the student teachers could function as a role-model which influences the development of teacher identities and shapes in class practices, attitudes, and beliefs. Flores-Delgado et al. (2020) further support this with their findings which show that student teachers adopted and adapted behaviors of their mentors when they deem them as being a more desirable teacher. Cuadra-Martinez et al. (2023) reports a similar finding, saying that teacher educators who are more situated in the real classroom context are more desirable to be chosen as role-models which combined with the previous studies mentioned suggests that they could serve as

a point of influence. Lastly, in Turkish context, similar results have been argued by Radmard and Soysal (2021) where pre-service teachers reported their conceptualization of being a teacher as a controlling body who transfers information and knowledge to the students matched their teachers' teaching styles.

2.1.2 Challenges in Language Teacher Education

In her chapter, Johnson (2016) mentions that the socio-cultural movement shifted the perspective of language teaching towards a more situated process rather than a mere practical one. This shift also questioned the contents of teacher education, putting more emphasis on experiential and theoretical knowledge. These two domains are recognized as being interconnected and crucial for language teacher education. Academic or disciplinary knowledge is not sufficient alone and cannot be expected to lead to greater learning opportunities; it is a mixture of lived experiences and up-to-date disciplinary knowledge that does it (Johnson, 2016; Peercy and Troyan, 2017). However, since the development of teaching skills is linked with the teaching experience, it creates a challenge that is almost a paradox in language teacher education. While classroom experience is believed to develop pedagogical skills, and LTE programs should provide teaching opportunities, on the other hand, it means that teachers are to teach without the necessary knowledge and skills (Johnson, 2016).

Another challenge in LTE has been the integration of information and communication technologies. In her chapter Lightfoot (2019) takes on these challenges by mentioning the access to ICT resources being improved due to the prevalence of technology and decreasing costs. Yet, some areas still struggle with access because of reasons such as internet connection, lack of hardware, unfit maintenance, and outdated systems. Moreover, the lack of digital literacy prevails to be an important factor that hinders ICT integration. Especially in developing countries, teachers lack the skills to fully benefit from the opportunities ICT provides for professional development, and teacher training programs lack the focus on digital literacy. Thus, thinking that it is an additional burden, teachers lack the motivation to engage with ICT for professional development and show resistance to adopting ICT tools and methodologies. In addition, alignment of the content and the mode of delivery with the teaching context also proves

to be a challenge for teachers because, without proper alignment, the effectiveness of ICT suffers greatly.

2.1.3 English Language Teacher Education in Turkish Context

English Language Teacher Education (ELTE) program is a four-year study and is offered by both state and private universities. Prior to its annulment in 2020 (CoHE, 2020), the Council of Higher Education (CoHE, 2018b) had updated the LTE program and made several changes in 2018. These changes include increasing the credits of the courses in order to reach national standards and to provide students with opportunities for their development outside the classroom by lessening the course hours, changing the course sequences to make it easier to take courses from previous and upcoming years, increasing the number of elective courses, determining a list for general elective courses, and preparing course information packages to equalize standards among higher education institutions (Çelik and Kasap, 2019; YÖK, 2018). According to Balbal and Doğan (2021), these changes are recognized as the ripples of the Bologna process in education. By providing a variety of courses, enrichment of the program has been attempted. Moreover, the teacher educator's role has shifted to a facilitator in the classroom, and learner autonomy has been emphasized. After these changes, the courses in the Turkish ELT programs could be divided into three categories: Content knowledge courses, pedagogical knowledge courses, and general culture courses. Table 1 shows the percentages of the content distribution in the 2018 ELT program.

Table 1
Content Percentages of the 2018 ELT Program

Content	Percentage (%)
General Culture (GC)	18
Pedagogical Knowledge (PK)	34
Content Knowledge (CK)	48
Total	100

CK courses include subjects such as linguistics, phonetics, vocabulary, and language structure. These courses are designed to provide a better understanding of the English language and its systems. PK courses include methodology and pedagogy courses such as *Teaching Language Skills*, *Teaching English to Young Learners*, and *Approaches to Teaching English*. These courses focus on pedagogical and methodological aspects of English language teaching. GC courses consist of courses that aim to broaden students' general knowledge and cultural understanding. Examples of such courses are *Turkish Language*, *History of Turkish Education*, and *Information Technologies* (YÖK, 2018).

Within these courses, there are two school practice courses. Named *Teaching Practice I* and *II*, these courses aim to provide opportunities for prospective teachers to apply their theoretical knowledge in an authentic setting through their teaching practices. In addition to preparing materials and conducting courses, prospective teachers are also tasked with observing their mentor teacher. During these observations, prospective teachers get the chance to reflect on their mentor's practices (YÖK, 2018).

The curriculum, in nature, had been designed with a top-down approach imposing the decisions made by the stakeholders to the teachers in the university. This resulted in a rigid structure where course contents, their placement within the program, and the coursework of these had already been decided on. In his work Daoud (2019) puts forward that such way of designing and implementing a curriculum restricts the teachers from taking part in the broader decision-making processes such as goal and objective selection. Moreover, he points out that even with a presence of an official syllabus there is no guarantee for teachers to follow it. A reflection of these could also be seen in the Turkish context where teacher educators felt the adoption of the curriculum was forced; the decision making only involved select stakeholders and excluded teacher educators and the needs of teachers; and the curriculum was not adequate for effectively developing neither the teaching skills nor the language skills (Ersoy, 2021). Similarly, course descriptions, which were included in the program served as guide for the course content, were criticized by being too general and limited (Çetin et. Al., 2021) potentially leading to variations in the application of the curriculum which was evidenced by Çelik and Memduhoğlu (2022).

Apart from graduating from the ELTE programs in Türkiye, there are alternative ways to be eligible to be appointed as an English Language Teacher in the state schools. Undergraduate

and graduate students of English language and literature, American culture and literature, English linguistics, or translation and interpreting programs are given the opportunity to earn a certificate for teaching after going through pedagogical formation training. However, both the ELTE programs and formation training have been criticized on the grounds of the former's failure to develop reflective teaching and higher-order thinking skills and the latter's inability to create teacher identities (Balbal and Doğan, 2021; Karatepe and Akay, 2020). In addition, the 2018 ELT curriculum has been criticized for other reasons as well. The course hour reduction throughout the curriculum is said to be limiting the scope of the content (Yapucuoğlu and Gündoğdu, 2020), and their contents are reported to be theory-heavy (Nigar and Basri, 2022). Genuine exposure to classroom settings is quite limited, considering the only opportunity comes with the Teaching Practice I and II courses (Çelik and Kasap, 2019; Karakaş and Yavuz, 2018; Okumuş and Daloğlu, 2024).

Shifting the focus to the English language teachers and undergraduates, practices and deficiencies have been identified in several areas. In terms of teachers' self-efficacy and competencies, literature provides some perspectives, as Doğan Soylu and Kılınç (2023) found that English language teachers lacked detailed knowledge of effective teaching strategies. On the other hand, Dursun and Yenen (2020) reported that English language teachers use visual supports, provide alternative explanations, and adjust language levels. Moreover, Çolak and Yorulmaz (2023) emphasize that teachers have limited autonomy in areas such as instructional design, professional development, and communication, which also impacts students' development of autonomy. Similarly, Tümen-Akyıldız and Donmuş-Kaya (2023) note that teachers only moderately apply self-regulated learning strategies to enhance student engagement. Bağcı and Aydın (2021) highlight that autonomy support provided by teachers is moderate, leaning towards more controlling practices. Lastly, Yükselir and Özer (2020) observe that while undergraduate teachers are aware of learner autonomy, self-direction, and goal commitment, they lack knowledge on how to cultivate autonomy in themselves or its broader significance in learning.

Lastly, certain challenges emerge from the literature that are faced by English language teachers. Madalińska-Michalak and Balvi (2018), Yeren and Dursun (2020), Tunç and Kozikoğlu (2022), and Kozikoğlu and Arkalı (2024) make similar conclusions saying that challenges arise due to the learning outcomes being far beyond the students' proficiency levels, excessive density of

textbooks and unit content, listening materials being unsuitable for students' levels, and imbalances in the distribution and density of textbook content. Other issues highlighted include the lack of flexibility in the curriculum, the low quality of textbooks, insufficient technological tools and equipment, challenges in arranging seating plans, lack of parental involvement, insufficient class hours for English, and the pressure on students preparing for centralized exams.

2.2. Inclusive Educational Policies and Practices

The inclusive policies could be traced back to the civil rights movements defending the rights of marginalized groups that took place during the mid-20th century. Spanning across races, genders, and people with disabilities, these movements created a shift in society towards equality and non-discrimination (Smith and Kozleski, 2005). Efforts such as the Declaration of Human Rights in 1948, the Individuals with Disabilities Education Act (IDEA) of 1974 (last amended in 2004), the Americans with Disabilities Act in 1990, the United Nations Convention on the Rights of Persons with Disabilities in 2006, and the Equality Act in the UK in 2010 laid the groundwork for policymaking, reinforcing the inclusive movement on a global scale (Degener, 2017).

Education is considered a fundamental human right, a must for social and personal development, and this is recognized to be a crucial factor in inclusive education (UNESCO, 2001). Current views on inclusive education state that the past view of inclusion, which focused on learners with disabilities being included in general classrooms, is too narrow and limited. Thus, the status quo perspective focuses on a broader population by supporting and welcoming a wide spectrum of learners (Ainscow and César, 2006). Considering this current perspective, it is possible to define inclusive education as giving students opportunities to participate in education within general classrooms, regardless of factors such as gender, poverty, language, disability, ethnicity, or religion (UNESCO, 2023). However, welcoming diversity is more than including people in the classrooms. There is a need for philosophical reform as well. Inclusive practices are regarded as a process, and for a change to happen, the public must be guided through policies, legislation, and holistic implementations with clear principles (UNESCO, 2001).

Throughout time, there have been a few initiatives to promote inclusive practices in education. The Education for All launched in 1990 (adopted by UNESCO in 2016), The Salamanca Statement in 1994, the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2006, and the Sustainable Development Goal 4 (SDG4) could be presented as some examples of the efforts to bring countries together, set goals and guide policymakers in starting the implementation of inclusive practices in education. The most current initiative, SDG4, lays down universal targets to be achieved in education by 2030. The targets are grouped into three: Access and Equity, Gender Equality and Inclusion, Sustainable Development and Global Citizenship, and Means of Implementation.

Targets of “Access and Equity” focus on ensuring complete access to education at all levels, from pre-primary to tertiary, with adequate childhood development for all people and on increasing the number of skillful youth and adults. Targets of “Gender Equality” and Inclusion focus on achieving literacy and numeracy, ensuring complete access to education at all levels, from pre-primary to tertiary for people in vulnerable situations. Targets of “Sustainable Development” focus on the acquisition of skills and knowledge needed for promoting global citizenship, such as sustainable lifestyles, cultural diversity and acceptance, gender equality, and human rights by utilizing education. Lastly, targets of “Means of Implementation” focus on creating opportunities for the other targets to be achieved and include the development of inclusive and safe education environments, scholarships for students studying in developing countries to study in a variety of fields in other developing/developed countries, and qualified teacher training by international cooperation (UNESCO,2016).

As with the international efforts, there have been a couple of initiatives to promote inclusive education in Türkiye. 1983 marks a turning point in education with the inclusion of disabled students in regular education environments (Yazıcıoğlu, 2020). Through the legislations, laws/decrees-laws, and regulations signed in 1985, 1992, 1997, 2000, 2001, 2005, 2006, 2017, and 2018, steps have been taken to reach the United Nations’ standards in inclusive education; Principles, criteria, and circulars for education have been determined. Students with special needs are included in mainstream education environments. High school education has been mandated for all students. People with special needs can pursue higher degrees of education through integration and inclusive education. Schools are to have a support room and guidance teachers. These guidance teachers are to assist both the students and teachers in inclusive

practices to achieve high levels of education. Individualized Education Programs must be prepared for the students with special needs. Lastly, rules and guidelines have been set to combat discrimination and to create an inclusive school climate centered on equity and equality.

Although there have been continuous improvements in what governs inclusive education practices, much of it has been focused on people with disabilities (Kesik and Beycioğlu, 2022). For a long time, inclusive education meant that people with disabilities were taken from isolated classrooms and placed in mainstream classrooms. This heavy focus on special education also meant that other aspects of inclusive education, such as people in vulnerable situations, were not of utmost importance. However, this approach to inclusive education shifted thanks to both the improvements in the governing laws and regulations, especially with the 2023 Vision of Education published in 2018, and the increased movement of refugees into Türkiye (GMKA, 2018; Kesik and Beycioğlu, 2022; Yazıcıoğlu, 2020).

Taking a closer look at the research on inclusive education in Türkiye, we can see several emerging patterns. In terms of teacher educators' and the faculties' competencies, there are several overlapping areas in the literature. Taneri and Özbek (2023) emphasize that faculty members have only a partial awareness of culturally inclusive education, accompanied by limited implementation in practice. Specifically focusing on EFL instructors, Karasaç-Horkel (2023) notes their recognition of learner differences and the need for differentiated instruction but concludes that their practical applications remain limited, indicating a gap. Furthermore, Yalçın and Tanrıseven (2012) report that while instructors at the faculty of education demonstrate high awareness of student-centered teaching practices, their practical application of these practices is minimal.

Similarly, the literature reports moderate levels of awareness but limited knowledge about inclusive education, and differentiation (Gülay and Altun, 2023). Polat (2022) further supports the claim about awareness as undergraduate teachers report inclusive education as necessary and practically possible. Moreover, Akbulut et al. (2021) provides support for the claim about limited knowledge as despite believing that it is valuable, undergraduate teachers associate inclusive education with integrated education and the number of undergraduates who provide accurate description of inclusive education is limited. In addition, it is also reported that they are unable to perform inclusive practices, and they reported themselves as not being competent.

2.3. Inclusive Policies and Universal Design

The journey from inclusive intentions to universal applications initially focused on accommodating specific learner demographics, particularly those with disabilities, and later on inclusive efforts gradually embraced a wider scope, recognizing and valuing the rich tapestry of cultural, linguistic, socioeconomic, and cognitive diversity in student populations (Florian and Linklater, 2010). This narrative was significantly shaped by legislative frameworks like the Americans with Disabilities Act (ADA) in 1990 and the Individuals with Disabilities Education Act (IDEA) in 1975 and 2004 in the U.S. (West, et. al., 2023), which underscored the necessity of accessible education for all, thereby setting a precedent for global educational inclusivity (Burgstahler et al., 2015).

In addition to the changes happening in sociocultural outlooks on inclusivity, the transition towards learner-centered educational models made the inadequacies of traditional teaching methods that often overlooked the diverse needs of learners clearer. Acknowledging the wide spectrum of learning styles, preferences, and challenges led to the realization that educational frameworks needed to be more adaptable and flexible. This shift laid the groundwork for developing educational strategies prioritizing inclusivity from the outset, rather than finding solutions to existing systems (Hitchcock et al., 2002). Such a strategy was found to be Universal Design.

Universal Design (UD) originated in the realm of architecture and environmental design, primarily advocated by Ronald Mace and his colleagues (Mace, 1998). They envisioned spaces and products that were available to the widest range of people, including those with disabilities, without the need for adaptation or specialized design. This philosophy laid the groundwork for rethinking accessibility beyond physical spaces, extending into digital environments (Preiser and Smith, 2011). Consequently, the Universal Design philosophy also made its way into educational environments.

The application of UD principles to education focuses on the design of inclusive and accessible learning experiences. This acknowledges the wide diversity in learner abilities and preferences, proposing that educational environments and resources must be designed to accommodate this

diversity. To achieve their learning goals efficiently, UD supports the proactive design of curricula, instructional strategies, and materials that allow all students, including those with disabilities, which contrasts with traditional reactive accommodations, which often single out learners for special treatment and can isolate them. The Center for Applied Special Technology (CAST) has made efforts to adapt UD to education through the development of the Universal Design for Learning (UDL), which emphasizes flexible learning environments that can accommodate individual learning differences (CAST, 2018).

Additionally, technological advancements also helped the implementation of UD principles in education, which introduced a variety of assistive technologies. Tools such as screen readers, speech-to-text applications, and adaptive hardware proved useful in assisting learning, facilitating access and participation for students with diverse needs. This range of technological innovation highlighted the potential of technology to support inclusive educational environments (Edyburn, 2013).

2.3.1 Universal Design for Learning

The Universal Design for Learning (UDL), developed by the Center for Applied Special Technology (CAST), is one of the UD-aligned comprehensive frameworks aimed at improving and optimizing teaching and learning for all people based on scientific insights into how humans learn (Rao et al., 2014). The UDL Guidelines were created to assist educators in applying the principles of UDL to practice, thereby ensuring that educational environments and resources are accessible and effective for learners with diverse needs and backgrounds (CAST, 2018).

The UDL guidelines are supported by a variety of research from neuroscience, cognitive psychology, education, and technology. Insights from these fields highlighted the inherent diversity in how individuals learn, which served as justification to the UDL principles that advocate for multiple means of representation, engagement, and action and expression. Neuroscience provided an understanding of the distinct neural networks that support learning, including recognition, strategic and affective networks, which informed the structuring of the UDL guidelines around these three core principles. The guidelines have seen several revisions, proving it is an adaptive approach to incorporating empirical research and technological

innovation into educational practices (Hall, Meyer, and Rose, 2012; Meyer, Rose, and Gordon, 2014; Rose and Meyer, 2002).

The UDL Guidelines are organized around three primary principles, each addressing a crucial aspect of learning. Additionally, each principle is further divided into guidelines and checkpoints, offering concrete strategies for implementation. However, these guidelines are designed to be flexible, allowing educators to adapt them to the specific context of their learners and learning environments.

2.3.1.1 Multiple Means of Representation:

Addressing the 'what' of learning, this principle highlights the necessity of presenting information and content in various formats. It includes providing options for perception, language and symbols, and comprehension, ensuring that all learners can access and understand the material. In other words, UDL emphasizes presenting information in multiple formats. While traditional teaching methods often rely heavily on text-based materials, which may not be accessible or effective for all students, UDL advocates for the inclusion of visual, auditory, and kinesthetic elements in teaching materials. For instance, alongside reading assignments, educators might incorporate videos, infographics, or interactive simulations. This multiplicity in representation ensures that learning is not confined to a single modality, thereby accommodating the varied ways in which students process information.

2.3.1.2 Multiple Means of Engagement:

This principle focuses on the 'why' of learning, emphasizing the importance of interest and motivation in learning. The guidelines for this principle involve providing options for self-regulation, sustaining effort and persistence, and recruiting interest to engage learners effectively. Engagement is not a one-size-fits-all concept; what motivates one student may not resonate with another. Thus, UDL offers choices and challenges for different interests and motivations. This could mean providing a catalog of topics for a project, providing tasks that

vary in complexity to suit different skill levels, or allowing students to choose their participation style. By differentiating the learning experience, UDL aims to keep all students engaged and invested in their education.

2.3.1.3 Multiple Means of Action and Expression:

Concentrating on the 'how' of learning, this principle involves providing learners with different ways to demonstrate their knowledge and skills. It includes options for physical action, expressive skills and fluency, and executive functions, allowing diverse means of responding and interacting. Contrasting with the traditional view by digressing from only written assessments, UDL suggests alternative assessment methods, such as oral presentations, projects, or digital portfolios. This allows students to express their knowledge in ways to utilize their strengths. Such flexibility acknowledges that intelligence and understanding can be observed in diverse forms, beyond conventional academic outputs.

The validation of the UDL Guidelines and examining their impact across different educational settings have been carried out through extensive research. Studies consistently show that implementing UDL principles can enhance student engagement, achievement, and satisfaction. This has reinforced the efficacy of the UDL framework in fostering inclusive and effective learning environments along with establishing the UDL Guidelines as a scientifically grounded framework for educational practice (Rao and Meo, 2016; Smith and Harvey, 2014).

2.3.2 Literature on Universal Design for Learning and Executive Functions

The literature on Universal Design for Learning (UDL) documents its influence on educational practices. Griful-Freixenet et al. (2020) demonstrate through empirical research that preservice teachers exhibiting growth mindsets show heightened effectiveness in UDL implementation. Their findings establish that educators' fundamental beliefs about intelligence correlate directly with their pedagogical approach effectiveness. Lambert (2023) further substantiates this connection, documenting how experienced educators progress from viewing UDL as an

inflexible framework to recognizing its dynamic adaptability, underscoring professional development's critical role in fostering inclusive teaching practices.

Systematic review research by Rusconi and Squillaci (2023) provides additional evidence supporting UDL training's positive impact on teacher competencies. Their analysis reveals that such training consistently enhances educators' capacity to value student diversity and implement accessible lesson planning, maintaining effectiveness across varying delivery modes and durations. This finding holds particular significance for institutional implementation, confirming program adaptability without compromising outcomes.

Lanterman and Applequist (2018) expand the evidence base regarding pre-service teacher development, documenting that UDL training fundamentally alters teaching candidates' perspectives on learning and disability. Their research demonstrates how early exposure to UDL principles promotes interventionist approaches, preparing future educators for inclusive practice implementation. Smith et al. (2019) address current research limitations, advocating for a comprehensive national research agenda to measure UDL implementation effectiveness across diverse educational contexts. Their work highlights the disparity between increasing policy adoption and limited empirical validation of practical applications.

Cumulative evidence supports UDL's transformative role in education through systematic professional development and implementation strategies. Research consistently validates UDL's capacity to reshape educational practices, suggesting that integration of UDL principles in teacher preparation programs advances inclusive educational environments supporting diverse learners.

On the other hand, the research on executive functions (EF) and academic achievement demonstrates complex relationships across developmental stages. Recent studies have revealed nuanced interactions between cognitive processes and learning outcomes, with implications for educational practice.

Quílez-Robres et al. (2021) investigated executive function development in early childhood, examining children aged 6 to 9 years old. Their research revealed that inhibition undergoes significant development until approximately age 7, suggesting that younger children may not fully engage all executive functions in academic tasks. This developmental pattern has particular

significance for understanding how self-monitoring and cognitive flexibility emerge, as these capabilities demonstrate strong connections to inhibitory control during early childhood.

Building on this foundation, Martí et al. (2023) expanded the research scope by examining the combined influence of executive functions and emotional intelligence (EI) on academic performance. While working memory and inhibition serve as robust predictors of academic success, emotional intelligence, particularly adaptability, plays an equally significant role. This research suggests the importance of developing both cognitive and emotional competencies to optimize academic outcomes.

In higher education contexts, Ramos-Galarza et al. (2019) explored how executive functions influence university students' academic performance. Their research emphasized inhibitory control's crucial role in managing distractions and regulating responses, demonstrating that executive functions maintain their significance across educational levels. This finding highlights the enduring importance of executive function development throughout the educational journey.

Bryce et al. (2014) contributed additional insights by examining relationships between executive functions, metacognitive skills, and educational achievement in young children. Their research revealed strong connections between metacognitive awareness and executive function development, particularly in children aged 5 and 7 years old. These findings suggest that supporting metacognitive skill development alongside executive functions could enhance academic performance.

The collective research evidence establishes that executive functions significantly influence academic achievement across developmental stages. While working memory and inhibitory control consistently emerge as critical components, the research suggests that optimal educational outcomes require attention to emotional intelligence and metacognitive development.

The research on UDL and executive functions presents evidence for an approach to education that considers both instructional design and cognitive development. While UDL research demonstrates the importance of teacher preparation and adaptive mindsets in creating inclusive learning environments, executive function studies illuminate the critical role of cognitive and emotional development in academic achievement. Together, these findings suggest that effective educational practices can be achieved by addressing multiple dimensions such as

supporting teachers in implementing flexible, inclusive instruction while simultaneously nurturing students' executive function development, emotional intelligence, and metacognitive skills. This understanding could provide a foundation for enhancing educational practices for learners across all diverse levels and educational contexts.

2.3.3 Complementary Frameworks to UDL in Teacher Education

While Universal Design for Learning provides a robust framework for inclusive education, integrating complementary frameworks can enhance its implementation and effectiveness. Response to Intervention (RTI), Self-Determination Theory (SDT), and Social-Emotional Learning (SEL) offer structured approaches that address specific aspects of learning and development, which can strengthen UDL's comprehensive approach to inclusive education.

2.3.3.1 Response to Intervention

Response to Intervention (RTI) is an educational framework designed to provide early and systematic support for students who exhibit difficulties in learning, particularly in reading and mathematics. The RTI model integrates assessment and intervention within a multi-tiered prevention system, aiming to maximize student achievement and facilitate the identification of learning disabilities. This approach is characterized by its emphasis on data-driven decision-making, where students' responses to interventions are closely monitored to inform instructional practices and interventions (Fuchs & Fuchs, 2006; Vaughn & Fuchs, 2003).

The RTI framework typically consists of three tiers of intervention (Fuchs & Fuchs, 2006). Tier 1 involves high-quality classroom instruction that is universally applied to all students. In Tier 2, students who do not respond adequately to Tier 1 interventions receive targeted, small-group interventions. Finally, Tier 3 provides intensive, individualized support for students who continue to struggle despite Tier 2 interventions. This tiered approach allows educators to tailor interventions based on the intensity of the students' needs, ensuring that resources are allocated effectively (Brown-Chidsey & Bickford, 2016; Meltzer et. al., 2018; Mellard et al., 2010).

Research has shown that RTI can be effective in preventing academic failure and identifying students with specific learning disabilities (SLD). By employing evidence-based interventions and continuous progress monitoring, educators can make informed decisions about the necessity and intensity of interventions (Hoover, 2010; Fuchs et al., 2003; Vaughn & Fletcher, 2012). Furthermore, RTI has been recognized for its potential to reduce unnecessary referrals to special education by providing early interventions that address learning difficulties before they escalate (Hoover, 2010; Gersten & Dimino, 2006).

Despite its advantages, the implementation of RTI is not without challenges. Critics have raised concerns about the variability in how RTI is applied across different educational settings, particularly at the secondary level, where traditional models may not adequately address the needs of older students (Pyle & Vaughn, 2012). Additionally, the effectiveness of RTI relies heavily on the fidelity of implementation and the quality of the interventions used (Griffiths et al., 2006; Hoover & Love, 2011). Therefore, ongoing professional development and support for educators are crucial for the successful adoption of RTI practices in schools (Mellard & Johnson, 2008).

In summary, Response to Intervention (RTI) is a comprehensive framework aimed at improving educational outcomes for students with learning difficulties through a structured, data-driven approach to intervention. By utilizing a tiered system of support, RTI seeks to provide timely assistance and facilitate the accurate identification of learning disabilities, ultimately enhancing the educational experience for all students.

2.3.3.2 Self-Determination Theory

Self-Determination Theory (SDT) is a framework for understanding human motivation, personality, and development, emphasizing the role of intrinsic and extrinsic motivations in driving behavior. Developed by Edward L. Deci and Richard M. Ryan, SDT posits that motivation is not merely a matter of quantity but also of quality, distinguishing between autonomous motivation—where individuals engage in activities out of genuine interest—and controlled motivation, where actions are driven by external pressures or obligations (Deci & Ryan, 2008; Ryan & Deci, 2000; Ryan & Deci, 2022).

Central to SDT are three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's own actions; competence involves the need to feel effective in one's activities; and relatedness pertains to the need to feel connected to others (Deci & Ryan, 2008a; Deci & Ryan, 2008b; Ryan & Deci, 2022). The satisfaction of these needs is crucial for fostering intrinsic motivation and enhancing psychological well-being. When these needs are thwarted, individuals may experience controlled motivation or even amotivation, which can lead to negative outcomes such as decreased performance and well-being (Bartholomew et al., 2011; Deci & Ryan, 2012).

Research has shown that environments that support these basic psychological needs can lead to more positive motivational outcomes. For instance, in educational settings, students who perceive their learning environment as autonomy-supportive tend to exhibit higher levels of intrinsic motivation and engagement (Ng et al., 2012; Niemiec & Ryan, 2009).

Self-Determination Theory provides a robust framework for examining the complexities of human motivation. By focusing on the quality of motivation and the essential psychological needs that underpin it, SDT offers valuable insights into how to foster environments that promote autonomy, competence, and relatedness, ultimately enhancing individual well-being and performance.

2.3.3.3 Social-Emotional Learning

Social-Emotional Learning (SEL) is a comprehensive educational framework that focuses on the development of students' social and emotional skills, which are essential for their overall well-being and academic success. SEL encompasses a range of competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020; Taylor et al., 2017). These competencies are crucial for helping students navigate their emotions, build positive relationships, and make informed choices, thereby fostering a supportive and productive learning environment.

Research has consistently shown that implementing SEL programs in schools can lead to significant improvements in students' academic performance, behavior, and emotional well-

being. For instance, a meta-analysis of school-based SEL interventions revealed that such programs not only enhance students' social-emotional skills but also contribute to better academic outcomes, with effect sizes indicating substantial positive impacts (Taylor et al., 2017; Durlak et al., 2011). The Collaborative for Academic, Social, and Emotional Learning (CASEL) emphasizes that SEL is not merely an add-on to the curriculum but an integral part of education that enhances students' ability to learn and thrive in school and beyond (CASEL, 2020; Odak et al., 2023).

Moreover, SEL has been linked to improved mental health outcomes among both students and teachers. Programs that focus on social-emotional competencies have been shown to reduce symptoms of anxiety and depression, promote resilience, and enhance overall psychological well-being (Brackett et al., 2019; Jennings & Greenberg, 2009; Johnson and Johnson., 2004; Sancassiani et al., 2015). For example, studies indicate that students who participate in SEL initiatives demonstrate better emotional regulation and coping strategies, which are vital for managing stress and challenges in both academic and personal contexts (Taylor et al., 2017; Sancassiani et al., 2015).

The implementation of SEL is particularly beneficial in diverse educational settings, as it fosters an inclusive environment where all students feel valued and connected. Research highlights that SEL can play a crucial role in promoting positive ethnic-racial identity among adolescents, thereby enhancing their sense of belonging and engagement in school (Rivas-Drake et al., 2020). This aspect is especially important in addressing the needs of marginalized groups, ensuring that all students have the opportunity to develop essential social-emotional skills that contribute to their success.

All in all, Social-Emotional Learning is a vital component of contemporary education that equips students with the necessary skills to navigate their emotions, build relationships, and make responsible decisions. The evidence supporting the effectiveness of SEL programs underscores their importance in fostering not only academic success but also the holistic development of students. As educational institutions increasingly recognize the value of SEL, integrating these competencies into the curriculum will be essential for preparing students to thrive in an ever-changing world.

CHAPTER III

METHODOLOGY

In this section, the overall context of the study along with the details on how it took place are given. These details include the study's setting, design decisions taken, study participants, creation and administration of the data collection instruments, and the data analysis procedure.

3.1 Generative Artificial Intelligence Disclaimer

In this study, the researcher has used several generative artificial intelligence tools to aid the process. First and foremost, the researcher utilized a local large language model (Llama 3.1) during the reporting of quantitative data. During this process the AI model was instructed to generate a report for descriptive analysis without any interpretation. Second, the researcher utilized Claude to generate graphs for the quantitative data. Third, Scite and Consensus have been used to aid the researcher in searching literature for relevant experimental studies and systematic reviews, with which the researcher first conducted a review and cited if applicable. Lastly, Grammarly and Claude were used for translation, and proofreading.

Through the process, the researcher followed the ethical guideline for using generative artificial intelligence in scientific research published by CoHE (2024). The individual data has been kept confidential by censoring delicate details; the local large language model Llama 3.1 did not have access to the raw quantitative data or the internet and only conducted the analysis using the outputs from SPSS 27 and R Studio. The AI outputs have been reviewed by the researcher prior to analysis and synthesis.

3.2. Setting

This thesis study took place during the 2022-2023 and 2023-2024 academic years in Türkiye. The data collection period lasted from the 2023 summer semester to the 2024 fall semester, and the data analysis took place during the following academic year. This thesis study did not require any financial support.

This gap analysis research was conducted as a reaction to a problem that surfaced during the researcher's unstructured observations of practicum courses in the spring semester of 2021-2022; fall and spring semesters of 2022-2023 academic years. During these observations, pre-service teachers showed deficiencies in their practices in taking individual differences into account during the planning and implementation of their lessons. Moreover, students' individual differences served as hindrances during the lessons, and students were not connected to the lesson at an individual level. Additionally, pre-service teachers' classroom practices and material design were lacking in inclusivity.

In order to better grasp the situation at hand, the researcher conducted a literature review, and a couple of keywords were determined. With the guidance of the literature review, the researcher had multiple meetings with two experts responsible for the special education courses in the English Language Teaching Program at Sakarya University. The researcher further developed his understanding of the inclusive education syllabus and Universal Design for Learning during the meetings. These meetings concluded that while the special education courses mention inclusive education, UDL, and UDL guidelines were not mentioned directly in the applied English language teacher education curriculum.

3.3. Research Design

This thesis study was conducted as qualitative-quantitative mixed research. The fact that the problem was examined in its own environment to gather detailed data and the effort to make sense of the data means that this study has a qualitative component (Creswell and Poth, 2018). Moreover, using statistical data to gain a further understanding of the findings means that this

study has a supplementary quantitative component, classifying it as mixed-methods design (Creswell and Creswell, 2018). The aim of investigating an observed problem in detail and contributing to the discovery of alternate solutions meant that this study adopted an exploratory research method (Singh, 2007). The steps of the research included determining a sample that reflects the population of teacher educators and pre-service/new graduate English language teachers with the aim of exploring the gaps in Universal Design for Learning practices, knowledge, and attitudes. To fulfill this aim, the researcher adapted Franklin's (2006) Performance Gap Analysis model (Figure 2), as it allows not only to determine the gaps in performance within organizations but also allows to identify the scope of a potential training (Bond and Lockee, 2014), which can be seen in Figure 3. The descriptions for the adapted phases of the Gap Analysis can be seen in the Table 2.

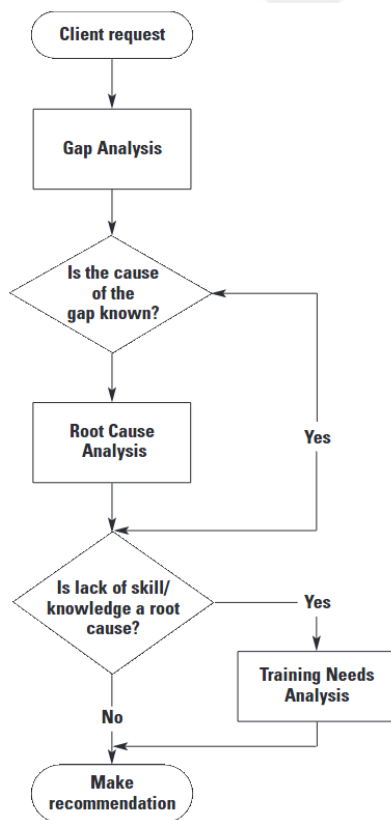


Figure 2. Franklin's Performance Gap Analysis model

Note. Retrieved from *Performance gap analysis: Tips, tools, and intelligence for trainers*, by M. Franklin, 2006, p.2. Copyright 2006 by American Society for Training and Development.

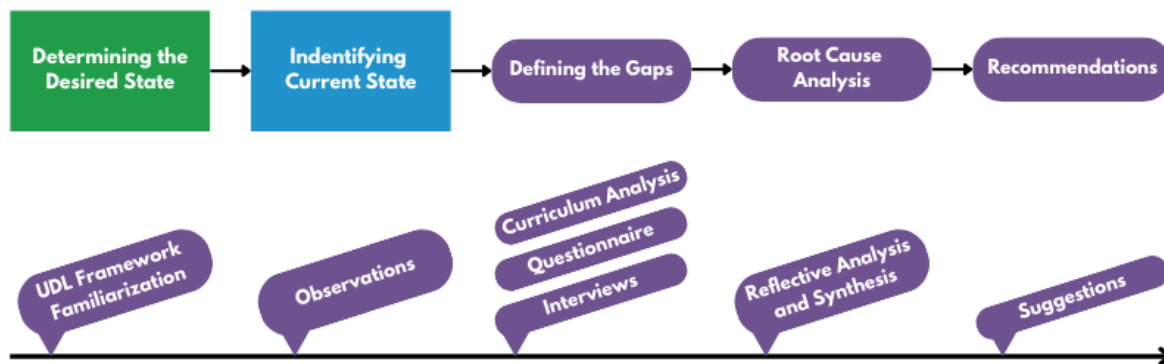


Figure 3. The Adapted Performance Gap Analysis Model

Table 2
Phases of the Gap Analysis

Phase	Analysis	Rationale	Output
Phase 1	Gap Analysis	Discovering what the current performance is and its differences with the ideal are.	Identified discrepancies between the current state and the desired state.
Phase 2	Root Cause	Discovering the causes for the differences to create a plan to eliminate them via training.	Identified causes for the discrepancies.
Phase 3	Training Needs	Discovering the needs for instruction so the solution could be planned and implemented.	Proposed solutions to tent to the root causes.

Note. Adapted from *Performance gap analysis: Tips, tools, and intelligence for trainers*, by M. Franklin, 2006, p.3. Copyright 2006 by American Society for Training and Development.

Phase 1: Gap Analysis

This phase focused on determining the current state and comparing it with the desired state. Upon observing the problem during the practicum, the researcher defined the desired state as UDL framework aligned teaching and begun determining the current state by data collection. The data collection period begun with curriculum analysis and continued with administering the UDL questionnaire. Following the questionnaire, the researcher conducted interviews with both NGELTs and ELTEs.

Phase 2: Root Cause Analysis

This phase focused on identifying causes for the gaps of practices between the current and the desired state. With the knowledge gathered by the curriculum analysis and the UDL questionnaire, the researcher was able to create a general picture for the NGELTs practices. This picture got further developed by the interviews. Reflective thematic analysis of the interviews and the curriculum, combined with the univariate analysis of the UDL questionnaire, allowed the researcher to trace deficiencies in NGELTs knowledge, practices and beliefs.

Phase 3: Training Needs

This phase focused on determining the required aids to elevate the current practices. Following the reflective thematic analysis, the researcher further expanded the identified gaps in NGELTs practices and UDL alignment. This stage allowed the researcher to determine the contributions of the 2018 ELT curriculum and the ELTEs influence as a model, thus enabling the researcher to suggest areas of improvement.

3.4. Participants of the Study

The population of this study consists of newly graduated English language teachers who studied in English Language Teaching undergraduate programs in Türkiye, as well as English Language Education teacher educators. The new graduates fit in with the definition of new graduate teachers as they have finished the transition from being a student to a professional after successfully completing the teacher education program. These people do not have teaching experience of five years at most; so that they are still in the process of adapting to the classroom environment and adjusting to the broader school context (Farrell, 2023). Additionally, teacher educators are defined as professionals who guide prospective teachers and their practicum processes. They usually work in higher education and are essential to teachers' professional growth (Barkhuizen, 2021). The criterion sampling method was used to reach out to these participants.

Criterion sampling allows the researcher to create a sample that represents the population and is rich in the relevant information. As a result, getting a deeper understanding of the subject becomes possible. This sampling method also increases the validity and generalizability of the results (Emmel, 2013).

For the data collection, the sample of new graduate English language teachers for the gap analysis was selected from English Language Teaching (ELT) undergraduate programs in Türkiye using a criterion sampling method. This sampling method gives everyone in the sample an equal chance to participate (Creswell and Creswell, 2018). Moreover, to ensure that new graduate English language teachers had enough and equal experience in teaching, the data collection started after the practicum courses had finished.

Considering all the above, the criterion for sampling has been determined as follows:

- Graduated from an ELT department of a Turkish state university
- Graduated at the end of 2022-2023 academic year
- Successfully completed two practicum courses

After identifying the sample, the researcher sent the needs analysis questionnaire through Google Forms.

Similarly, the English Language Teaching teacher educators were also invited to the study using criterion sampling. Working at an English Language Teaching program at a state university was determined to be the criterion for sample selection.

The field experts whose opinions were taken throughout the creation of data collection tools were selected using the convenience method. This method is a type of nonprobability sampling where participants are chosen based on their availability and willingness to participate. This method is a fruitful and practical approach for studies where time and resources are limited since it involves choosing individuals who are readily available and easily accessible to the researcher (Patton, 2002).

3.5. Data Collection

This section outlines the data collection process. It describes the timeline of data collection, procedures followed, and steps taken to ensure data quality throughout the process.

3.5.1. Data collection instruments

This section describes the data collection instruments used in this study. It details the development, validation, and implementation of each instrument, providing the rationale for their selection and explaining how they align with the research objectives.

3.5.1.1. 2018 English Language Teacher Education Curriculum

For this study, the 2018 ELT curriculum has been analyzed to explore its components in terms of Universal Design for Learning compatibility.

The 2018 English Language Teacher Education curriculum was adopted in the 2018-2019 academic year with the intention of unifying the contents of the English language teaching programs in Türkiye. The curriculum had differences regarding the amount of course credits, changes in course content, and an overall reduction in course hours. These changes had been made to update the curriculum to be in line with the MoNE's prior changes to the English language course content and to reduce the course load on teacher candidates with the objective of providing headroom for them to be socially and culturally active (Çelik and Kasap, 2019).

The contents of this curriculum are provided by CoHE via an electronic booklet (CoHE, 2018) containing the names, credits, and the contents of the courses. The courses in the curriculum could be divided into two types: compulsory courses and elective courses; and three categories: Pedagogical Knowledge (PK), General Culture (GC), and Content Knowledge (CK) courses.

The compulsory courses include courses that are paramount for being an English language teacher. These courses supply future English language teachers with the essential knowledge, skills and competencies to prepare them to effectively contribute to the education system. On the other hand, elective courses serve for the enrichment of the future English language teachers.

The Pedagogical Knowledge (PK) category includes courses that provide additional theories and practices essential for teaching. These elective courses aim to prepare future English Language Teachers for the diverse and challenging nature of education. The General Culture (GC) category includes courses that provide future teachers insight into various cultural, historical, artistic, and social dimensions. These courses complement the core curriculum by providing additional knowledge and skills relevant to the educational and cultural context to which the future teachers will be a part. Lastly, the Content Knowledge (CK) category includes courses that provide complementary and specialized knowledge in English Language Teaching. The courses focus on diverse theoretical and practical topics with the aim of enhancing the expertise of future English language teachers. The total number of courses, course hours, their types and categories can be seen in the Table 3. Since there are no official translated version of the curriculum, the researcher translated the course names and addressed the courses using the translated titles. The full list of courses and their translations can be found in the appendix (Appendix 1).

Table 3
Course Distribution in the 2018 English Language Teaching Curriculum

Category	Theoretical Hours	Practical Hours	ECTS Credits	Percentage (%)	N
Pedagogical Knowledge (PK)	44	12	91	34	38
General Culture (GC)	26	2	42	18	26
Content Knowledge (CK)	71	0	107	48	39
Total	141	14	240	100	103

Note. ECTS stands for European Credit Transfer and Accumulation System.

In summary, the 2018 ELT curriculum offers essential knowledge to train competent, knowledgeable, and well-rounded English language teachers who will effectively and positively contribute to the diverse and challenging educational environment in Türkiye.

3.5.1.2. Gap Analysis Questionnaire

This questionnaire provides scaffolding for the interview process by allowing the researcher to gain insight into the practices, knowledge and beliefs of both teacher educators and new graduate English language teachers. This questionnaire has been used in the data collection and has been administered via Google Forms. It consists of two sections and three parts with a total of 35 questions.

The first section gathers data on the participants' demographics and houses six items. In this section, participants provide information on their age and gender. Additionally, this section branches out depending on whether the participant is a graduate or a teacher educator. If former, they are asked to provide information on their education and teaching experience before graduation; if latter, they are asked to provide information on their education and affiliation.

The second section gathers data on self-reported teaching practices, beliefs, and knowledge. In this section, participants are asked to fill in a 5-point Likert scale ranging from Strongly Disagree (*Kesinlikle Katılmıyorum*) to Strongly Agree (*Kesinlikle Katılıyorum*). The questionnaire items have been developed using the UDL Guidelines (CAST, 2018) as the foundation. Interrelated guidelines and fundamentally recurring checkpoints have been compiled, and framework-specific vocabulary has been avoided. As a result, using the nine guidelines and 31 checkpoints, 31 qualitative Likert items have been developed. The items are written in Turkish to eliminate the variation in English language proficiency.

In order to ensure the validity and reliability of the developed questionnaire, experts from Special Education Teaching, Turkish Language Teaching, Foreign Language Teaching, and Assessment and Evaluation in Education have filled out expert opinion forms (Appendix 4). From the feedback, section two has been reduced to 29 items, making the total number of items in the questionnaire 35. The final version of the questionnaire consists of a demographics section

with six items and a section with 29 Likert type items (Appendix 2). The overview of the questionnaire could be seen in Table 4.

Table 4
UDL Questionnaire Overview

Sections	Content	Total items
Section 1	Demographic information	6 items
Section 2	Part 1 - Multiple Ways of Representation	9 items
	Part 2 - Multiple Ways of Action and Expression	9 items
	Part 3 - Multiple Ways of Engagement	11 items

The final questionnaire has been piloted in order to check the reliability measures. The piloting phase has been carried out with 15 NGELTs and 15 ELTEs. The analysis shows that all the three parts demonstrate acceptable levels of inter-item reliability ($\alpha=.793$, $\alpha=.846$, $\alpha=.864$). After the analysis of the pilot, the researcher administered the questionnaire to the participants. Additionally, the researcher included the pilot data into the main data pool prior to its analysis.

After the full-scale administration of the questionnaire, the analysis revealed that all three parts demonstrate acceptable levels of inter-item reliability, as indicated by Cronbach's Alpha values, $\alpha=.758$, $\alpha=.820$, $\alpha=.847$. These values suggest that the items within each part are sufficiently correlated, reflecting a consistent measurement of the underlying constructs intended by the questionnaire. The first part (Principle 1), with an alpha of .758, shows a moderate level of internal consistency, while the second (Principle 2) and third parts (Principle 3), with alphas of .820 and .847 respectively, exhibit good to very good levels of reliability. All three values exceed the commonly accepted threshold of 0.70, indicating that the questionnaire parts reliably measure their respective constructs, ensuring the overall reliability of the instrument.

Table 5
Inter-Item Correlations of the Questionnaire for Part One

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
1								
2	.415							
3	.244	.281						
4	.366	.180	.237					
5	.089	.137	.053	.144				
6	.320	.271	.438	.483	.231			
7	.210	.187	.349	.431	.128	.444		
8	.343	.302	.443	.285	.286	.444	.398	
9	.238	.257	.317	.207	.222	.483	.282	.361

Table 5 provides the inter-item correlations for Part One of the questionnaire, offering insights into the internal consistency of the instrument. The correlation values range from weak to moderate, with the lowest observed correlation between Item 3 and Item 5 ($r = 0.053$, $r = 0.053$, $r = 0.053$) and the highest between Item 6 and Item 8 ($r = 0.444$, $r = 0.444$, $r = 0.444$). Upon observing the positive correlations across the items, it could be said that the majority of the questionnaire items are related and may collectively measure a common construct.

Table 6
Inter-Item Correlations of the Questionnaire for Part Two

	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
10								
11	.459							
12	.402	.215						
13	.366	.448	.287					
14	.486	.543	.056	.485				
15	.277	.219	.301	.414	.116			
16	.359	.230	.231	.372	.423	.257		
17	.438	.208	.084	.275	.278	.369	.528	
18	.271	.455	.014	.448	.567	.227	.456	.358

Table 6 presents the inter-item correlations for Part Two of the questionnaire, which provides an overview of the relationships between the items in this section. The correlations range from very weak to moderate, with the weakest correlation being observed between Item 12 and Item 18 ($r = 0.014$, $r = 0.014$, $r = 0.014$) and the strongest being between Item 14 and Item 18 ($r = 0.567$, $r = 0.567$, $r = 0.567$). Like Part One, the majority of the items show positive correlations, suggesting a general alignment among the items in measuring the intended construction.

Table 7
Inter-Item Correlations of the Questionnaire for Part Three

	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28
19										
20	.473									
21	.388	.121								
22	.383	.255	.441							
23	.005	.031	.077	.256						
24	.381	.130	.526	.415	.248					
25	.156	.072	.353	.470	.254	.492				
26	.471	.251	.594	.450	-.061	.334	.503			
27	.316	.128	.498	.450	.306	.508	.724	.588		
28	.381	.213	.563	.363	.358	.545	.608	.538	.768	
29	.382	.328	.211	.081	.113	.192	.248	.367	.177	.376

Table 7 displays the inter-item correlations for Part Three of the questionnaire, illustrating the relationships between each item. The correlation coefficients range from very weak to strong, with the weakest correlation being observed between Item 23 and Item 26 ($r = -0.061$, $r = -0.061$, $r = -0.061$) and the strongest being between Item 27 and Item 28 ($r = 0.768$, $r = 0.768$, $r = 0.768$). The generally positive correlations suggest that most items align with the construct being measured

The analysis also revealed that the three parts of the questionnaire positively correlate with each other, with correlation coefficients of $r(69) = .728$, $r(69) = .770$, and $r(69) = .814$, $p < .01$. These strong positive correlations suggest that participants' responses in one part of the questionnaire tend to be consistent with their responses in the other parts. This finding reinforces the internal coherence of the questionnaire, demonstrating that the three parts are effectively aligned in measuring related constructs within the broader framework of the questionnaire.

Table 8
Inter-correlation of Questionnaire Parts

	Part 1	Part 2
Part 1		
Part 2	.726**	
Part 3	.814**	.770**

** . Correlation is significant at the 0.01 level (2-tailed).

The questionnaire contains three sets of items representing the three principles of UDL: Multiple Ways of Representation, Multiple Ways of Action and Expression, and Multiple Ways of

Engagement. Each principle contains items that are related to the guidelines and checkpoints mentioned in the UDL Guidelines by CAST (2018).

The first part represents Multiple Ways of Representation. This part contains nine items that focus on the three guidelines of this principle. These items have been developed to explore the participants' self-reported classroom practices that provide learners with various ways to acquire knowledge and information, their knowledge of how to implement these practices, and their beliefs regarding them. Table 9 shows some of the items and their related guidelines.

Table 9
Sample Questionnaire Items for Multiple Ways of Representation

Guidelines	Questionnaire Items
Guideline 1: Provide options for perception	Derslerimde ders içeriğindeki kritik bilgileri farklı formatlarda (görsel ve işitsel) sunuyorum. <i>"I provide key information in my course content in different formats (visual and audial) during my lessons."</i>
Guideline 2: Provide options for language and symbols	Gerekli gördüğümde sınıfta kullandığım dilde değişiklikler (basitleştirme, başka kelimelerle ifade etme vb.) yapıyorum. <i>"I modify the language I use in the classroom when I find it necessary (simplifying, paraphrasing, etc.)."</i>
Guideline 3: Provide options for comprehension	Derslerimi zenginleştirmek için öğrencilerimin geçmiş bilgilerini ve/veya deneyimlerini kullanıyorum <i>"I use learners' background knowledge and/or experiences to enrich my lessons."</i>

The second part represents Multiple Ways of Action and Expression. This part contains nine items that focus on the three guidelines of this principle. These items have been developed to explore the participants' self-reported classroom practices that offer their learners diverse opportunities to demonstrate their knowledge according to their capabilities and preferences, their knowledge of how to implement these practices, and their beliefs regarding them. Table 10 shows some of the items and their related guidelines.

Table 10

Sample Questionnaire Items for Multiple Ways of Action and Expression

Guidelines	Questionnaire Items
Guideline 4: Provide options for physical action	Öğrencilerin fiziksel ve zihinsel farklılıklarına göre aktivitelere katılmaları için fiziksel eylemlere (Fare ve klavye kullanma, akıllı tahtaya dokunma, ayağa kalkma ve yürüme vb.) alternatifler sunarım. <i>"I provide alternatives for physical actions for participation in tasks (Using a mouse and keyboard, touching the smartboard, standing up and walking, etc.) according to the physical and mental differences of learners."</i>
Guideline 5: Provide options for expression and communication	Öğrenciler arasındaki farkları dikkate alarak aktivitelerde iletişim yöntemi ve ifade biçiminde farklı seçenekler sunarım. <i>"I give different options for expression and medium of communication in tasks depending on learners' needs and differences."</i>
Guideline 6: Provide options for executive functions	Ulaşılabilir ve uzun vadeli dil öğrenme hedefleri belirlemede, öğrencilerime yardımcı olurum. <i>"I assist learners in setting long-term and achievable language learning goals."</i>

The third part represents Multiple Ways of Engagement and contains 11 items that focus on the three guidelines of this principle. These items have been developed to explore the participants' self-reported classroom practices that provide diverse and flexible ways to engage students, adapting to their motivation and preferences to sustain interest, effort, and self-regulation; their knowledge of how to implement these engagement strategies; and their beliefs related to these practices. Table 11 shows some of the items and their related guidelines.

Table 11

Sample Questionnaire Items for Multiple Ways of Engagement

Guidelines	Questionnaire Items
Guideline 7: Provide options for recruiting interest	Ders planlaması yaparken öğrencilerin ilgi alanlarını ve tercihlerini dikkate alırım. <i>"I pay attention to the learners' interests and preferences while planning lessons."</i>

Guideline 8: Provide options for sustaining effort and persistence

Öğrencilerin dışsal motivasyon aldıkları ve bunu dil öğrenme serüvenleri boyunca sürdürebilecekleri bir sınıf ortamı oluşturmaya dikkat ediyorum.

“I consider to creating a classroom environment where learners can get extrinsic motivation and sustain it throughout their language-learning journey.”

Guideline 9: Provide options for self-regulation

Öğrencilerin dil öğrenimi sırasında karşılaşma ihtimalleri olan zorluklarla başa çıkabilmeleri için içsel motivasyon geliştirmeye yönelik fırsatlar yaratmaya dikkat ediyorum.

“I pay attention to creating opportunities for learners to develop intrinsic motivation for them to cope with hardships they may encounter during language learning.”

3.5.1.3. Interview Protocol

The semi-structured interviews have been conducted using an interview protocol that was developed using the UDL Guidelines by CAST (2011; 2018). The protocol contains eight main questions and 12 follow-up questions that elaborate on the questionnaire items. It has served to further explore the participants' self-reported classroom practices within the confines of Universal Design for Learning. The interview protocol has been used for both participant groups in a recorded online environment (Google Meet). Each interview took approximately 20 minutes.

During the development of this protocol, the researcher's intent was to unearth the practices of participants and their understanding of these practices. To accomplish this, the researcher analyzed the answers given to the gap analysis questionnaire and identified the sections where extended discourse was needed. According to the questionnaire's results, the researcher created a protocol with nine main questions and five follow-up questions.

To ensure the validity and reliability of the developed interview protocol, four experts from Special Education, Turkish Language Teaching, Foreign Language Teaching, and Assessment and Evaluation in Education have filled out expert opinion forms (Appendix 4). The experts' feedback reformed the protocol's final version into eight main and 12 follow-up questions (Appendix 5).

In the same vein as the gap questionnaire, the interview questions could be categorized into three sections according to the UDL guidelines: Multiple Ways of Representation, Multiple Ways of Action and Expression, and Multiple Ways of Engagement.

The first set of questions contains questions 3 and 5 which are about the Multiple Ways of Representation principle. Taking the questionnaire answers into account, these questions have been developed to further explore the types of materials used during the instruction, their accessibility, and how the participants ensure comprehension of instructions. This exploration aligns with UDL Guideline 1, ‘provide options for perception’, and UDL Guideline 2, provide options for language, mathematical expressions, and symbols.

The second set of questions contains interview questions 1, 6, and 7 which align with the Multiple Ways of Action and Expression principle. As with the first set of questions, the questionnaire answers have served as a lodestar, and the interview questions set to address the strategies that are used to create an inclusive environment and participants’ familiarity with inclusive practices, and how post-lesson evaluations and adjustments are made. These questions align with UDL Guideline 4, ‘provide options for physical action’, UDL Guideline 5, ‘provide options for expression and communication’, and UDL Guideline 6, ‘provide options for executive functions.

The third set of questions contains interview questions 2 and 4 which align with the Multiple Means of Engagement principle. These questions explore participants' methods for engaging, motivating, and sustaining their learners' motivation and balancing the requirements of and the scaffolds in the tasks. These questions align with UDL Guideline 7, ‘provide options for recruiting interest’, and UDL Guideline 8, ‘provide options for sustaining effort and persistence’.

Additionally, the researcher included a question related to the professional development of the participants. Question 8 and its follow-ups set out to discover whether the participant had the opportunity to take part in an initiative related to teaching practices for diverse learners.

3.6. Trustworthiness

To promote trustworthiness, the researcher followed the strategies suggested by Shelton (2004). In his papers, Shelton mentions criteria of Credibility, Transferability, Dependability, and Confirmability, as well as possible provisions for the said criteria. The researcher designed this study considering these provisions and criteria.

During the planning and execution of this study, several steps have been taken which could be addressed to these criteria. The researcher designed the study with recognized and mixed methods to have a sound methodological foundation and broad access to data. Experts in various fields have been consulted to enhance the researcher's understanding of the context and to audit the design and execution of data collection. In addition, the usage of different data sources provided depth in data collection. The researcher has logged into the developments of the study to present a detailed and transparent report. These efforts are in line with Shelton's provisions for Credibility, Transferability, and Dependability.

Confirmability plays a unique role in this study. While Confirmability considers researcher bias as a threat, the reflective nature of the qualitative analysis in this study states otherwise. Rather than attempting to eliminate bias, the researcher clearly presents his position, assumptions, and beliefs, which inevitably play a role during the data analysis process. With such clear statements, the researcher believes that his bias will play an important role in making sense of the data. In order to further promote quality in design, the researcher followed Braun and Clarke's (2006) 15-point checklist of criteria for good thematic analysis which can be seen in Table 12.

Table 12
15-Point checklist of Braun and Clarke

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.

	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analyzed / interpreted, made sense of / rather than just paraphrased or described.
	8	Analysis and data match each other / the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organized story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done / ie, described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just ‘emerge’.

Note. Retrieved from "Using thematic analysis in psychology" by V. Braun., V. Clarke. 2006, Qualitative Research in Psychology, 3, 77-101. Copyright 2006 by Taylor and Francis.

Lastly, in order to measure the qualitative data saturation, the researcher utilized Guest et al.’s (2020) method for measuring and reporting data saturation. According to Guest et al.’s method for determining data saturation in qualitative research, first, researchers conduct initial of interviews then code each transcript and note the unique codes. Next, they continue to collect and code subsequent interviews in smaller “waves,” each time noting anything new. By calculating the cumulative number of codes across these waves, researchers can identify the point at which few to no new codes arise which indicates thematic saturation. This saturation is calculated by the percentage of the unique codes to the base value. If the percentage reports below 5%, the study reaches saturation meaning that further interviews may result in diminishing returns. This method allows for a transparent reporting of how many new themes emerge in each wave, promoting the rigor of a study (Guest et al., 2020). Figure 4 shows the overview of the data saturation for this study.

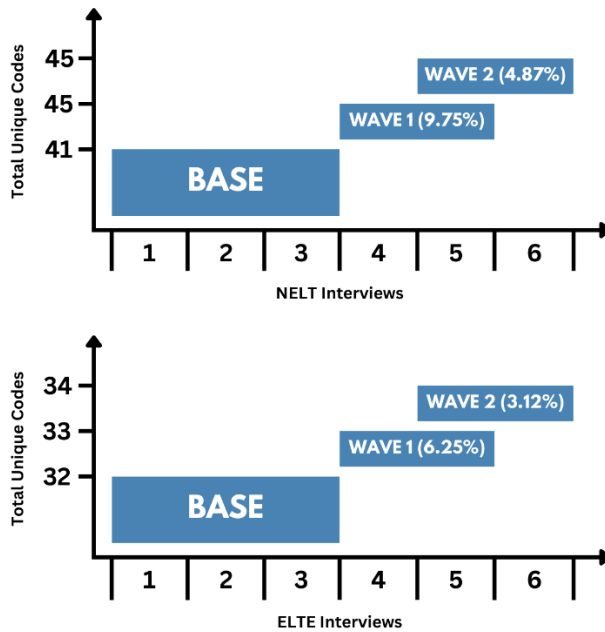


Figure 4. Overview of the data saturation process for both participant groups

In this study, Guest's et al.'s (2020) iterative coding approach has been applied by first establishing a "base" set of interviews and tracking the emergence of codes in subsequent "waves." In the NGELT category, interviews 1, 2, and 3 yielded a total of 41 unique codes, creating the base for the saturation analysis. The next wave, interviews 4 and 5, reported 9.75% with four unique codes. The next wave, Interviews 5 and 6, reported a value of 4.88% with 2 unique codes, suggesting saturation and diminishing returns. In the ELTE category, interviews 1, 2, and 3 yielded a total of 32 unique codes, creating the base for the saturation analysis. The next wave, interviews 4 and 5, reported 3.13% with one unique code. Last wave, interviews 5 and 6, reported a value of 3.13% with 1 unique code, suggesting saturation.

3.7. Data Analysis

This section lays out how the data collection tools were used in order to extract the data that are relevant to the research questions. This data analysis section has been structured according to the two methodological approaches of this study. As a result, for the quantitative analysis, the gap questionnaire has been analyzed; for the qualitative analysis, the 2018 ELT curriculum and

interviews were analyzed. Additionally, a figure displaying the overall representation of the methodology section has been provided at the end of this section.

The data analysis was done using SPSS 25. After this stage, the researcher used generative artificial intelligence to report the descriptive analysis without any interpretation.

3.7.1 Analysis of the Questionnaire

During the analysis of the questionnaire, descriptive statistics have played a major role since the Likert-type scale was developed by the researcher, and the fact that the scale items are ordinal in nature makes them unfit for inferential analysis. Such an approach to descriptive statistics allows the analysis to be considered univariate. In this approach, the researcher calculates descriptive measures such as mode, median, mean, standard deviation, and frequency to make sense and describe the responses (Sandilands, 2023). By utilizing these values, the researcher is able to identify the patterns in the data for the chosen variable. This type of analysis is suitable for the developed scale since the researcher aims to explore and describe the characteristics of the variables in a self-contained manner, without cross-comparing.

3.7.2. Analysis of the 2018 ELT Curriculum and the Interviews

For qualitative data analysis, the researcher has opted for a Reflexive Thematic Analysis (RTA) pioneered by Braun and Clarke (2006). RTA aims to identify the themes and patterns in a dataset using both deductive and inductive reasoning. RTA values the researcher's inherent subjectivity and utilizes it to create active engagement with the themes and analysis process and promotes critical reflection for the analysis process. For a better understanding of the analysis process, Braun and Clarke (2013) advise the researcher to explicitly state their role in the research, their theoretical assumptions for the analysis, and their philosophical standpoint in the work to allow the readers to conceptualize the lens with which the researcher analyzed and interpreted the data.

The reflective thematic analysis in this study uses the CAST's Universal Design for Learning framework as a foundation. This framework has been used to create a coding framework to be used during the analysis of the semi-structured interviews and the 2018 ELT curriculum. This coding framework takes the nine guidelines of the UDL as a basis and defines skills and practices that match with the UDL guidelines. In its last version, the coding framework consists of nine main codes, descriptions for these codes and relevant teacher competencies. The researcher's active role in making sense of the collected data has been directly influenced by his exposure to the data and to his understanding of the relevant literature. The analysis of the qualitative data followed the six phases of RTA proposed by Braun and Clarke.

3.7.2.1. Phases of Reflective Thematic Analysis

For phase one, the researcher focused on familiarization with the data. The data was transcribed using both transcription software and manual transcription. The initial transcription was made using transcription software. The researcher checked the quality of the transcription by cross-checking with the video recordings. After a week, the researcher manually transcribed the same data to focus not only on the information itself but also on the delivery using audial and visual cues. This allowed the researcher to have both accuracy in the transcription and familiarity with the data. Similarly, the researcher went through the 2018 ELT curriculum and took notes on the course contents. During this phase, the researcher took note of his initial ideas and codes. For the note-taking and initial coding, the researcher used MAXQDA 24 software.

For phase two, the initial coding process utilized MAXQDA 24 software to systematically analyze the research data. The researcher implemented a structured approach by first coding the 2018 ELT curriculum, followed by alternating between teacher educator and new graduate English language teacher interviews. This alternating pattern ensured equal analytical attention across different data sources while maintaining coding consistency. The coding process followed the UDL framework's predetermined categories while remaining sensitive to emergent patterns within the data. After completing the initial coding, the researcher conducted a comprehensive review to ensure coding completeness and accuracy. This review process included examining overlooked segments and verifying code applications. The researcher's

reflective engagement with the data resulted in a latent coding approach (Byrne, 2022), which enabled deeper interpretation of underlying meanings within the transcripts. This interpretive stance was particularly valuable in identifying how UDL principles manifested both explicitly and implicitly within the interviews.

In phase three, the researcher followed Braun and Clarke's idea that the codes are created by the researcher via engaging with the data and the literature rather than discovering what is already in the data (Braun and Clarke, 2021; Braun and Clarke, 2019). This stage is emphasized to be a process that lasts throughout the research, resulting in themes shifting around or being modified (Braun and Clarke, 2019). The researcher carried out this process in a hybrid (deductive-inductive) manner. This way of coding and theme creation is present in Braun and Clarke's (2021) work, stating that RTA is not a dichotomy but instead on a spectrum of deductive and inductive analysis. With this intention, the researcher started grouping the codes into sub-themes according to the UDL framework. The researcher paid particular attention to ensuring that while the UDL framework provided theoretical guidance, the resulting themes authentically represented the data's complexity and the participants' experiences.

Phase four involves reviewing themes. This process involved an examination of how the UDL principles and guidelines mapped onto the coded data. The researcher conducted this review in two distinct levels: First, reviewing the coherence of themes at the level of individual coded extracts, ensuring each code meaningfully contributed to its assigned UDL guideline. Second, assessing the validity of themes across the entire dataset, verifying that the identified patterns accurately represented both the curriculum documents and interview transcripts. This dual-level review process, while structured by the UDL framework, remained attentive to potential discrepancies or areas where the data suggested nuances within the established guidelines. This systematic review process strengthened the alignment between the theoretical framework and the collected data while ensuring the themes captured the full scope of participants' experiences and curriculum content.

For phase five, the researcher revised the themes to make sure that they were representative of their codes. In this section, UDL guidelines (CAST, 2011; 2018) played a significant role in effectively conveying the essence of each theme (Braun and Clarke, 2006). Braun and Clarke (2006) stressed the importance of being clear and understandable. Since the researcher based

the themes on the UDL guidelines, he was happy with the naming convention of the themes. Braun and Clarke also emphasized that this stage also serves to enrich the area of research by recognizing the interesting and noteworthy parts of the data. Stemming from this, the researcher made sense of data within the confines of the literature.

The last phase involves the presentation of the final work. In this phase, the themes have mostly settled, and a general picture has become available to the readers. Braun and Clarke (2021; 2019) point out that themes and codes could continue to develop in this phase. During the reporting of the themes and codes, minor modifications and rearrangements were made to enhance the presentation and understandability of the data.

3.7.3. Reliability

While reflective thematic analysis traditionally emphasizes the subjective nature of qualitative interpretation and does not typically employ reliability measures, this study incorporated interrater reliability checking as an additional quality assurance step, particularly given the deductive-like approach using predetermined UDL framework codes. This methodological decision was made to enhance the transparency of the analysis, especially considering the nature of the course descriptions within 2018 ELT curriculum. The interrater reliability assessment served not to establish absolute truth claims, but rather to demonstrate the consistency and clarity of the coding framework's application. This approach, while departing from traditional RTA practices, aligns with the study's hybrid nature of using a predetermined theoretical framework (UDL) within a reflective thematic analysis context.

In order to assess the reliability of the coding, the researcher created a sample of the curriculum consisting of two courses from each course category and course type which adds up to %12 of the curriculum, making it between the suggested proportions by O'Connor and Joffe (2020). This sample has been coded by two experts from the Department of Curriculum and Instruction, and the Department of Foreign Language Teaching. The coded segments have been carried over to R Studio and the reliability measures were calculated for each of the nine codes individually.

To determine the intercoder reliability, due to the short and topic by topic nature of the course contents, the researcher segmented the sample data on a line-by-line basis. This approach allows for focusing the researcher's attention on a specific part of the text, potentially preventing any diversions (Chenail, 2012; Saldaña, 2016). After the segments have been coded, each segment yielded a score of one or zero according to the presence of each code and each code has been regarded as a category. After finalizing the coding, the resulting table has been carried over to the R Studio to check the intercoder reliability.

For the intercoder reliability measures, the researcher opted to use minimum agreement percentages (Miles & Huberman, 1994), Krippendorff's alpha (Krippendorff, 2019), and Gwet's AC1 (Gwet, 2014). The use of multiple measures to assess intercoder reliability is suggested since each method has their drawbacks and limitations, thus providing multiple measures allows for a more complete presentation (Eser and Aksu, 2022). Table 13 shows the intercoder reliability coefficients of the each code for the three measurements used.

Table 13
Intercoder Reliability Coefficients

Categories (C)	Agreement Percentage	Gwet's AC1				Krippendorff's Alpha			
		Observed Agreement	Coefficient Value	Standard Error	Confidence Interval	Observed Agreement	Coefficient Value	Standard Error	Confidence Interval
1	%93	0.95	0.92	0.03	(0.85, 0.99)	0.95	0.86	0.05	(0.74, 0.98)
2	%90	0.93	0.90	0.03	(0.82, 0.97)	0.93	0.75	0.08	(0.59, 0.92)
3	%93	0.95	0.92	0.03	(0.86, 0.99)	0.95	0.83	0.07	(0.69, 0.97)
4	%93	0.95	0.93	0.03	(0.87, 0.99)	0.95	0.79	0.08	(0.61, 0.97)
5	%90	0.93	0.88	0.04	(0.79, 0.97)	0.93	0.82	0.06	(0.69, 0.94)
6	%93	0.95	0.92	0.03	(0.85, 0.99)	0.95	0.85	0.06	(0.72, 0.98)
7	%97	0.98	0.96	0.02	(0.92, 1)	0.98	0.94	0.03	(0.87, 1)
8	%94	0.96	0.94	0.02	(0.88, 1)	0.96	0.85	0.07	(0.71, 0.99)
9	%94	0.96	0.93	0.03	(0.87, 1)	0.96	0.88	0.05	(0.78, 0.99)

Note. Agreement Percentage reports the lowest cross-compared value between the researchers

Across the nine categories, percentage agreement values ranged from 90% to 97%—with Category 1, 3, 4, and 6 showing 93%, Category 2 and 5 at 90%, Category 7 at 97%, and Category 8 and 9 at 94%. These figures exceed the 80% threshold suggested by Miles and Huberman (1994), indicating acceptable reliability in the coding process.

Separately, AC1 reliability coefficients were consistently high, ranging from 0.88 (C5) to 0.96 (C7). For example, Category 1 exhibited an AC1 of 0.92 (95% CI: 0.85–0.99, SE = 0.03) and Category 7 reached 0.96 (95% CI: 0.92–1, SE = 0.02). The narrow confidence intervals and low standard errors across the codes underscore the precision of these estimates.

In parallel, Krippendorff's Alpha values ranged from 0.759 (C2) to 0.95 (C7). For instance, Category 1 yielded an Alpha of 0.86 (95% CI: 0.74–0.98, SE = 0.05), and Category 7 demonstrated a value of 0.95 (95% CI: 0.87–1, SE = 0.03). Although these estimates tend to be slightly lower than the AC1 values, their confidence intervals and statistical significance ($p < .001$ for all measures) affirm robust agreement among raters.

Together, these converging reliability metrics provide strong evidence that the coding process was executed with high precision and consistency across the nine categories.

3.7.4. Reflexivity

The researcher acknowledges that his personal and professional background has influenced the approach to this study, the data collection processes, and the interpretation of the findings. The researcher has worked closely with pre-service teachers during their practicum placements, where he observed firsthand their struggles and successes with inclusivity. These early observations shaped his initial research questions as he wanted to understand *why* inclusive strategies were either underutilized or inconsistently applied. This commitment to inclusive education has let the researcher to adopt UDL as both a guiding theoretical lens and a practical standard in assessing teacher education practices. However, the researcher's own belief in the significance of Universal Design for Learning (UDL) as a foundational framework for inclusive practices meant that he entered the research process with a specific lens: it was expected for UDL to be useful and beneficial for meeting learners' needs in increasingly diverse classrooms.

In epistemological terms, the researcher aligns with a constructionist perspective, which views knowledge and meaning as co-constructed by individuals within particular social, cultural, and institutional contexts and denies their existence as a direct mirroring of reality (Burr, 2024; Crotty, 2020). It is recognized that the participants' accounts were shaped not only by their immediate experiences but also by the broader discourses on teaching, learning, and inclusivity circulating in their programs and workplaces. At the same time, the researcher acknowledges that his own interpretive framework which is rooted in UDL scholarship and inclusive pedagogy have shaped the questions that were asked and the significance that was attached to certain themes.

However, the researcher also adopted a critical realist stance, which posits that underlying structures, such as curricular requirements, resource distributions, or systemic inequities which are relevant to this study, have effects on teachers' experiences, beyond what is merely constructed through discourse (Stutchbury, 2021). In practice, this meant the researcher did not interpret participants' words as the whole story. Instead, he also looked for institutional and policy constraints that might limit or enable the inclusivity practices they described. Balancing these constructionist and critical realist commitments allows to appreciate both the social construction of teaching identities and the real-world constraints that shape them.

Because the researcher has a background as a research assistant who also taken part in educating, he recognizes there might be power imbalances at play in his interactions with participants. They could, for instance, view him as an authority figure or an "expert" on inclusivity, which might have led them to offer idealized accounts. To mitigate these effects, the researcher emphasized that his primary aim was understanding rather than judging, and he assured participants that their candid reflections would remain confidential.

Overall, it is clear that the researcher's epistemological views have influenced both the methodology and the analysis. It is recognized that the findings are not purely objective or value-free. They are products of the researcher's theoretical commitments to UDL, his personal convictions about the importance of inclusivity, and his critical realist belief in the existence of real social structures that shape teachers' agency. By disclosing these influences, the researcher aims to position his analysis as one possible interpretation rather than a definitive account.

3.8. Limitations and Delimitations

This thesis study which focuses on exploring the new graduate English language teachers' inclusive practices by unearthing the gaps and alignments using the Universal Design for Learning framework as a benchmark has some limitations.

The first data source, which is the 2018 English Language Teaching program, provides general topics and outcomes of the courses. Yet, the actual implementation of these courses is not clearly defined with a syllabus, which means that teacher educators potentially introduce variation in instruction. This variation prevents an assumption of set standards between the universities. However, the presence of course outcomes and the overall aims of the program allow a certain set of standards to be assumed by the researcher. Since compiling the course syllabi for all the courses in the program from the universities in the universe is not within reach, the researcher opted to use the published program as the basis for course content, and any variation is regarded as out-of-scope add-ons to the already set outcomes.

Moreover, to gain a better understanding of new graduate English language teachers' inclusive practices, the researcher conducted interviews and applied a questionnaire. These data sources were both self-reported, and this could introduce over- or under-assumption of practices, knowledge, and beliefs. In an ideal situation, classroom observations would be a preferable data source to neutralize the self-reported answers and eliminate bias. However, this approach could not be adopted since the new graduate English Language teachers have neither begun teaching in private schools nor been appointed to teach in government schools, meaning that classroom observations were not possible. Moreover, considering the variety in the private sector and government, on top of the variety between the schools, the addition of new graduate English language teachers would introduce unwanted variation to the data, possibly concealing the contributions of the 2018 English language teaching program and English language teacher educators. Hence, participants who began teaching were eliminated, and data collection only focused on self-reports, which is a limitation of this study.

Lastly, in order to establish symmetry in methodology, the researcher introduced a delimitation by only relying on self-reports in the English language teacher educator group. While classroom observations could have provided additional insights, the researcher deliberately implemented

this methodological boundary to ensure comparative validity between new graduate English language teachers and English language teacher educators. This delimitation served to control for potential method variance and helped isolate the contributions of English language teacher educators to the new graduate English language teachers as a model.



CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the sixth phase of the Reflective Thematic Analysis has been reported. Moreover, the researcher's position towards the themes and their relation to Universal Design for Learning has been presented. Considering the purpose of RTA, the researcher finds reporting the findings and the discussion together is appropriate since the analysis heavily depends on the sense-making of the researcher's inner reflection on the literature and an integrated approach leads to a more mature analysis (Braun and Clarke, 2013). The reporting of the findings is provided with quantitative results to create a general picture of the data and qualitative results following it to provide depth, finally resulting with discussion for the appropriate title. Lastly, throughout this section color coding has been utilized to aid the visualization of the analysis. Through the Chapter 4, color coding has been used to differentiate the principles of UDL. Purple, blue, and green have been used for Principle 1, Principle 2 and Principle 3 respectively. In certain circumstances color coding changes and the necessary information on the new color coding has been given where appropriate.

The analysis was based on the research question and the sub-questions below. The findings and the related discussion have been presented in their respective sections which are titled according to the data source to increase readability and preserve flow:

RQ1. "Do the new graduate English language teachers' self-reported teaching practices demonstrate UDL principles and guidelines? If yes, to what are their UDL-integrated teaching practices attributed?"

1.1 Does the 2018 ELTE curriculum contribute to new graduate English language teachers' UDL-readiness in their teaching practices?

1.2 Do the new graduate English language teachers' self-reported teaching practices demonstrate UDL principles and guidelines?

1.3 Do the English language teacher educators' model UDL principles and guidelines in their teacher training practices?

4.1. Curriculum of the 2018 English Language Teaching Program (RQ1.1)

In this section detailed findings on 2018 ELT curriculum's UDL alignment are given. Courses which have elements that align with UDL principles, their distribution and descriptive statistics about this distribution are provided.

4.1.1. Reflective Thematic Analysis

Since the researcher utilized an inductive-deductive hybrid approach to thematic analysis, it became possible to report the developed themes similar to the structure of UDL's presentation of its guidelines and principles. During the initial inductive coding process 45 code segments were created and were compiled under 11 sub-themes. During the deductive compiling process, the researcher went through the code segments and distributed the codes in their respective guidelines. While doing so, some codes have been split, and some codes have been deemed appropriate for multiple guidelines. Figure 5 shows the thematic map of the reflective analysis results.

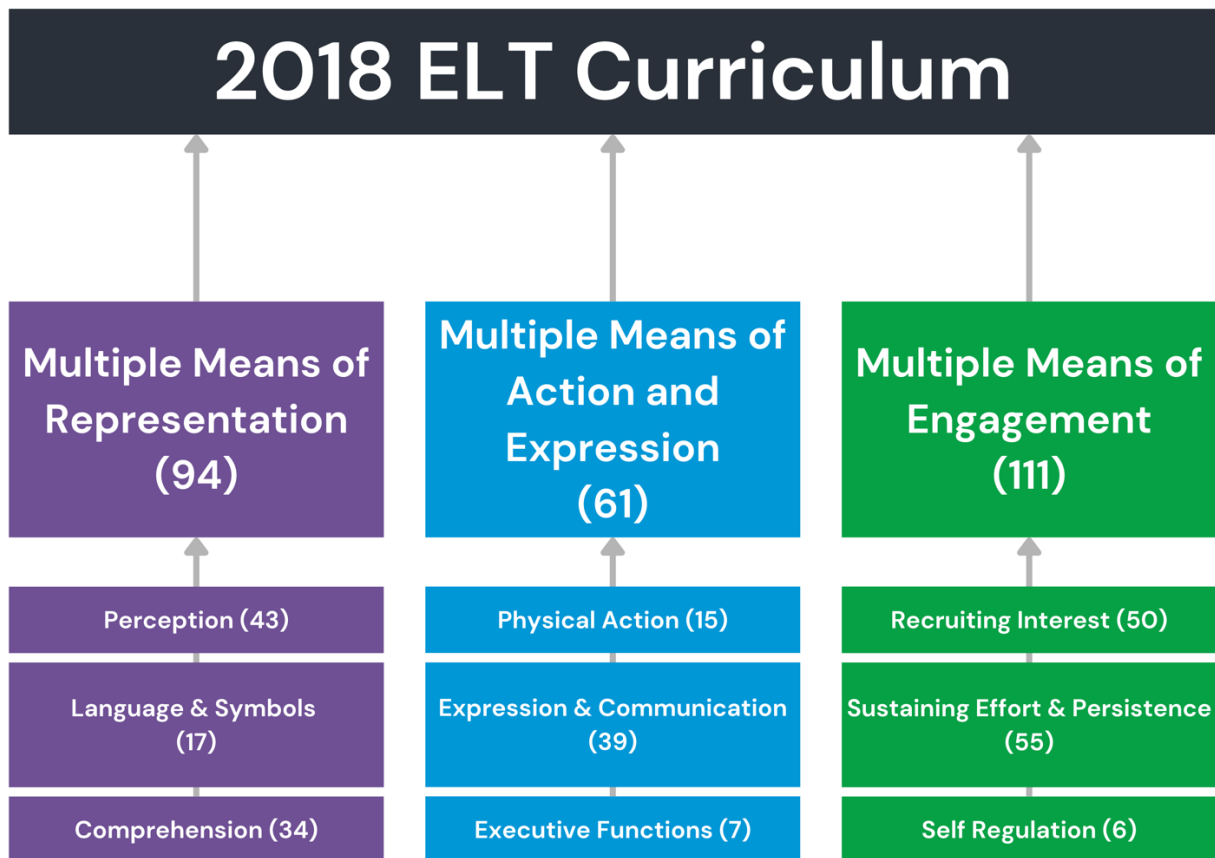


Figure 5. Thematic map for the 2018 ELT Curriculum

The themes have been titled based on Universal Design for Learning principles. Each theme includes three sub-themes aligned with the guidelines under the corresponding principle. The reporting of the themes has been made separately and is followed by their relevant sub-themes.

It is important to note that while the courses in the 2018 ELT curriculum do not explicitly reference UDL framework, analysis reveals that certain courses inherently comprise elements that are in line with the UDL framework. These elements, though not labeled as they are in the UDL principles and guidelines, contribute to the partial alignment of the curriculum with UDL. The presence of these elements allows us to observe the courses' potential to equip NGELT's with the skills and knowledge that are relevant for creating an inclusive, supportive and accessible environment for learning. In the 2018 ELT curriculum, 30 out of 103 courses have been found to include elements aligned with UDL framework.

Table 14

Distribution of UDL Aligned Courses by Category and Type

UDL Aligned Course Type		UDL Aligned Course Category		
		CK	GC	PK
Compulsory	<i>N</i>	8	1	6
Elective	<i>N</i>	9	0	6
TOTAL	<i>N</i>	17	1	12

Course distribution according to course types and course categories are given in Table 14. There are 15 compulsory courses that represent UDL principles. These are distributed as eight in CK, six in PK, and one in GC. Similarly, there are 15 elective courses, with nine in CK and six in PK and no elective courses in the GC category.

A closer look at the UDL-appropriate portion reveals that most of these courses fall under Content Knowledge (CK), with 17 courses in total. Among them, eight are compulsory, while nine are elective. Pedagogical Knowledge (PK) courses follow with 12 courses, evenly divided between compulsory and elective categories, with six in each. General Culture (GC) courses are the least represented, consisting of only one compulsory course.

Table 15

Distribution of Courses According to Their Categories and UDL Guidelines

Guidelines		UDL Aligned Course Category		
		CK	GC	PK
Guideline 1	<i>N</i>	9	1	4
Guideline 2	<i>N</i>	9	0	2
Guideline 3	<i>N</i>	5	0	3
Guideline 4	<i>N</i>	4	0	6
Guideline 5	<i>N</i>	4	0	4
Guideline 6	<i>N</i>	1	0	3
Guideline 7	<i>N</i>	10	0	8
Guideline 8	<i>N</i>	7	0	5
Guideline 9	<i>N</i>	1	0	1

Table 15 shows the distribution of courses according to their categories and UDL guidelines. CK courses cover all nine guidelines. Among these, Guideline 7 is the most represented with 10 courses, followed by Guidelines 1 and 2 with 9 courses each. Guidelines 6 and 9 have the fewest

courses, with only 1 course each. Similarly, PK courses are distributed across all nine guidelines. Guideline 7 has the highest number of courses with 8, followed by Guideline 4 with 6 courses. Guidelines 1 and 5 have 4 courses each, while Guideline 9 has the least with just 1 course. In contrast, GC courses appear only under Guideline 1, with 1 course, and are not represented in any other guideline. Across categories, Guideline 7 has the highest overall representation in both CK and PK categories. In addition, Guideline 1 is the only guideline represented in all three categories while Guidelines 6 and 9 have the lowest overall representation across CK and PK categories.

Table 16
Distribution of Courses According to Their Types and UDL Guidelines

Guidelines		UDL Aligned Course Type	
		Compulsory	Elective
Guideline 1	<i>N</i>	10	4
Guideline 2	<i>N</i>	5	6
Guideline 3	<i>N</i>	5	3
Guideline 4	<i>N</i>	5	5
Guideline 5	<i>N</i>	5	3
Guideline 6	<i>N</i>	3	1
Guideline 7	<i>N</i>	9	9
Guideline 8	<i>N</i>	7	5
Guideline 9	<i>N</i>	2	0

Table 16 shows the distribution of courses across UDL Guidelines. The analysis shows that compulsory courses have representation in all nine guidelines, while Elective courses are represented in eight out of the nine guidelines.

Within compulsory courses, Guideline 1 has the highest number of courses with 10, followed by Guideline 7 with 9 courses. Guidelines 2, 3, 4, and 5 each have 5 courses. Guideline 6 includes 3 courses, while Guideline 9 has the fewest with 2 courses.

In elective courses, Guideline 7 leads with 9 courses, followed by Guideline 2 with 6 courses. Guidelines 4 and 8 each have 5 courses. Guideline 1 is represented by 4 courses, while Guidelines 3 and 5 have 3 courses each. Guideline 6 includes 1 course, and Guideline 9 is not represented at all.

The aggregate total number of courses aligned with UDL guidelines is 51 for Compulsory courses and 36 for Elective courses. This contrasts with the course distribution by category where the number of elective courses that represent UDL is equal to compulsory courses. This suggests that while there is equal number of elective courses that align with UDL guidelines, the scope of these courses fall short of compulsory courses, resulting in compulsory courses having a wider representation of UDL guidelines.

4.1.1.1. Theme 1: Provide Multiple Means of Representation

Theme one represents the first principle of Universal Design for Learning. This principle focuses on variety in learners and consideration of this variety during educational planning and instruction. In their essence, courses which explored variety in presenting information have been seen appropriate for this theme. From this perspective, 21 unique courses present elements that align with the subthemes in 33 instances. By combining the frequencies with the analysis of the course contents, it is possible to say that this is the second most represented principle in the 2018 ELT curriculum. Figure 6 shows the courses and their representation of Principle 1.

Course Name	Course Type	Course Category	Principle 1: Multiple Means of Representation		
Teaching English to Young Learners 1	C	CK	G1	G2	
Teaching English to Young Learners 2	C	CK	G1	G2	
Teaching English Language Skills 1	C	CK	G1	G2	
Teaching English Language Skills 2	C	CK	G1	G2	
Approaches to English Language Learning and Teaching	C	CK	G1		G3
English Language Instructional Programs	C	CK			G3
Course Content Design In English Language Teaching	C	CK	G1		G3
Information Technologies	C	GC	G1		
Teaching Principles and Methods	C	PK	G1		G3
Instructional Technologies	C	PK	G1	G2	G3
Special Education and Integration	C	PK	G1		
Language and Society	E	CK		G2	
World Englishes and Culture	E	CK		G2	
English Language Teaching Coursebook Analysis	E	CK	G1		G3
Material Design in English Teaching	E	CK	G1		
New Approaches in English Teaching	E	CK	G1	G2	G3
Teaching English Vocabulary	E	CK		G2	
Sociolinguistics and Language Teaching	E	CK		G2	
Educational Anthropology	E	PK		G2	
Inclusive Education	E	PK			G3
Individualizing and Adapting Instruction	E	PK	G1		

Figure 6. Course distribution for Principle 1

Principle 1 is represented by 21 unique courses: 14 CK courses, six PK courses and one GC course. This distribution shows a focus content knowledge with pedagogical knowledge accompanying it. In all the three guidelines, content knowledge plays a dominant role in UDL representation. On the other hand, pedagogical knowledge is more prevalent in Guideline 1 and 3.

Guideline 1: Provide Options for Perception

This sub-theme is about creating learning environments that does not rely on a single sense such as hearing but combines multiple senses such as sight, touch, and hearing. This increases the transferability of important information. Moreover, students being able to adjust the presentation of the information according to their preferences also plays an important role in this sub-theme.

In the 2018 ELT curriculum, 14 courses contribute to the development of practices which are appropriate for this guideline's aims. The analysis led to creation of three categories: Technological competence and material development, learner centered approaches, and adoption/adaptation of materials.

The curriculum includes courses which cover the use of technology and creating a diverse material inventory via contemporary language teaching practices, education focused instructional technology, and the development of multimedia resources. For instance, courses such as *Material Design in English Teaching*, *New Approaches in English Teaching*, and *Instructional Technologies* explore the creation of 2D and 3D materials, focus on digital literacy and competencies, as well as use of technology in language classes. The presence of these courses serves in the curriculum's alignment with UDL's focus on customizable learning resources. Additionally, courses such as *Teaching English to Young Learners (1 and 2)*, *Teaching English Language Skills*, and *Inclusive Education* address topics related to understanding and accommodating learner needs, covering learning styles (visual, auditory, affective), learning strategies (metacognitive, cognitive, socio-emotional), and differentiated learning. This focus on learner variability is a key aspect of UDL and contributes to NGELTs' readiness to address students' diverse needs.

Moreover, there are courses which focus on adaptation and differentiation of lesson resources/curricula via topics such as inclusive materials, content and course adaptation based on the individual, and the relationship between curricula across grade levels. Courses such as *English Language Teaching Coursebook Analysis*, *Course Content Design in English Language Teaching*, and *Teaching Principles and Methods* explore the adoption and adaptation of textbooks based on student proficiency and needs, examine the evaluation of materials for meaningful learning and perceptual accessibility. Once again, this student-centered approach in course design aligns well with Guideline 1, further contributing to the development of NGELTs' UDL aligned practices and decision making.

Guideline 2: Provide Options for Language and Symbols

Pre-teaching vocabulary, clarifying language and structures with explicit connections and utilizing previously learned concepts play a role in this sub-theme. These adjustments serve to create opportunities for enhancing learners' access to information.

In the 2018 ELT curriculum there are 11 courses which align with the Guideline 2. The analysis resulted in creation of three categories as individuals in the classroom, utilizing multiple media, and cultural awareness.

With the analysis the language teaching methodology courses show a higher contribution to this alignment by recognizing individuals in the classroom. Courses such as *Teaching English to Young Learners (1 and 2)*, and *Teaching English Language Skills (1 and 2)* explore vocabulary teaching/learning strategies, appropriate lesson planning according to proficiency level, developing learners' context awareness, and taking advantage of students prior learning experiences.

The curriculum also incorporates elements that support the use of multiple media. Courses like *Teaching English to Young Learners* and *Teaching English Language Skills* focus on the development and use of visual-audial lesson materials, which can aid in decoding text and promoting understanding. Furthermore, *Instructional Technologies* and *New Approaches in English Teaching* introduce the use of classroom appropriate technology, which contributes to the alignment with the Guideline 2.

Cultural awareness is another significant component with its influence in making accommodations for learners and increasing effectiveness of teaching. *Educational Anthropology, Language and Society*, and *Sociolinguistics and Language Teaching* could be given as examples of courses which explore aspects of cultural influence in education and language. Topics such as subcultures and cultural adaptation, the relationship between language and society, and how language use varies across social strata, ethnicities, and regions are covered. This focus on culture could serve as the alignment with Guideline 2, as it has the potential to enhance NGELT's ability to create culturally appropriate learning environments and make content more accessible to learners from diverse backgrounds.

Guideline 3: Provide Options for Comprehension

This sub-theme mainly focuses on management of the information and the effectiveness of its presentation on learners. In the Guideline 3 several points are made to archive proper accessibility and usability of the course content such as highlighting critical information explicitly via in class aids such as examples, graphs, and figures; utilizing prior learning experiences and background knowledge; supporting cognitive learning processes via scaffolding, proper sequencing of information, learning opportunities with varied ways to approach them; allowing students to become aware of their knowledge and promoting explicit generalizations to occur. These serve to provide support for learners to engage with the content to be more meaningful, conscious and effective. In the curriculum eight courses are identified as a contributory factor for the UDL alignment and these courses could be grouped into four.

The first group focuses on effective teaching strategies. These courses cover topics such as effective language teaching, diversity and trends in learning/teaching, learners' diverse needs, setting learning goals, and planning instruction. *Approaches to English Language Learning and Teaching*, *English Language Instructional Programs* and *Teaching Principles and Methods* could be given as the examples for these courses. These courses provide NGELTs with a foundation in structuring information and instructions to enhance comprehension.

The second group focuses on content design and adaptation. *Course Content Design in English Language Teaching*, *English Language Teaching Coursebook Analysis* and *English Language Instructional Programs* cover topics related to adopting learning resources, utilizing students prior learning experiences and material interactivity, and alignment of course books with the learning outcomes.

The third group is about technology integration. These courses explore integration of technology in language teaching, and the use of educational technologies as course materials. These topics are present in the *New Approaches in English Teaching* and *Instructional Technologies* courses.

The fourth group focuses on inclusivity in education and is primarily represented by *Inclusive Education*. Topics such as inclusivity in the classroom, techniques and methods for archiving inclusivity, educator's roles in the inclusive classroom, inclusive lesson materials and curricula, effective communication and psycho-social assistance are present in the course content which further contributes to the alignment with Guideline 3.

4.1.1.2. Identified Gaps for Theme 1

Gap 1: Guideline Coverage

Principle 1 is covered by 21 courses in the 2018 ELT curriculum making it the second most covered principle. Within this coverage, Guideline 1 takes the majority with 14 courses while Guideline 2 and Guideline 3 following with 11 and eight respectively.

The representation of Guideline 1 is achieved through area nine content knowledge courses followed by four pedagogical knowledge courses. This disparity is due to content knowledge courses having a teaching methodology focus situated in the classroom environment while pedagogical knowledge courses are generally theoretical. This pattern could also be observed in Guideline 2 and 3 where content knowledge courses play a bigger role in the curriculum's alignment with the UDL framework. Courses are not equal in their contributions to the UDL alignment, and this can be further examined by the course distributions.

Gap 2: Scope of the Courses

For the theme one there are multiple courses that only align with a single guideline. While this might suggest a more specialized focus on a particular aspect of UDL, the lack of an explicit mention of this aim, neither in the rationale for the curriculum revisions document (CoHE, 2018a) nor in the curriculum itself (CoHE, 2018b), makes this more of an issue of a narrow scope of course content. Thus, it would be desirable for the courses to align with multiple guidelines, mimicking an actual classroom in which multiple guidelines and principles are in effect.

A closer look at courses with multiple alignments shows a disparity between content knowledge courses and pedagogical knowledge courses with eight out of the 10 courses being content knowledge related. This disparity shows that while the subject specific courses cover the core elements of varied ways of representation, pedagogical knowledge courses lack such focus. This imbalance in the course distribution could lead to a partial development that favors a specific area and is a potential harm in the curriculum's UDL alignment.

Mirroring the course category, course types show a similar distribution. The number of elective courses is almost equal to the compulsory courses, but eight out of 10 courses align only with a single guideline. Once again, considering the curriculum's lack of explicit focus on the UDL framework, this is an issue of limited course content. This limited scope could possibly become an advantage by specializing in topics with explicit integration of the UDL framework. Such an approach would also fit the nature of elective courses.

Upon examining the courses with multiple UDL alignments we can see a comparable picture to the course distributions by category. 2 out of 10 courses which show multiple alignments are elective courses. With their scope being much more concentrated than compulsory courses, it is not surprising to see such an imbalance.

Overall, among the alignment of Principle 1, there are significant knowledge gaps to address. Teachers need a deeper understanding of how to create and implement varied ways of representing information beyond just basic technology integration. The curriculum should add comprehensive coursework on cognitive processing differences and how they impact learning, as well as explicit instruction in designing content alternative mediums. Additionally, teachers need stronger knowledge of how to identify and remove barriers in instructional materials, particularly in understanding how to make abstract concepts accessible through multiple representations. The list of courses shows that they touch on these areas but don't provide the depth required for proper UDL implementation.

4.1.1.3. Theme 2: Provide Multiple Means of Action and Expression

Theme two deals with taking learners' differences in their abilities of physical interaction and of displaying their knowledge into consideration while designing learning environments. Figure 7 shows the courses and which guidelines they represent within Principle 2. 22 UDL aligned elements have been identified appropriate for the subthemes of Theme 2 within 15 unique courses. Combined with the analysis of course contents, Principle 2 appears to be the least represented principle in the 2018 curriculum.

Course Name	Course Type	Course Category	Principle 2: Multiple Means of Action and Expression		
			G4	G5	G6
Teaching English to Young Learners 1	C	CK	G4	G5	
Teaching English to Young Learners 2	C	CK	G4	G5	
Course Content Design In English Language Teaching	C	CK	G4	G5	
Guidance in Schools	C	PK			G6
Teaching Principles and Methods	C	PK	G4	G5	G6
Special Education and Integration	C	PK	G4	G5	
Classroom Management	C	PK			G6
Attention Deficit Hyperactivity Disorder	E	PK	G4	G5	
Drama in Education	E	PK		G5	
Drama in English Language Teaching	E	CK		G5	
New Approaches in English Teaching	E	CK	G4		
Inclusive Education	E	PK	G4		
Learning Difficulties	E	PK	G4		
Individualizing and Adapting Instruction	E	PK	G4		
Assessment of Classroom Learning	E	PK			G6

Figure 7. Course distribution for Principle 2

Guideline 4: Provide Options for Physical Action

This sub-theme is about allowing learners to navigate physical spaces and media according to their needs and preferences and making assistive technologies available. Technology competence and teacher's awareness of students' needs play an important role in making accommodations for the various learners. Overall, nine courses in the 2018 ELT curriculum involve components related to Guideline 4.

Teaching English to Young Learners (1 and 2) and *Course Content Design in English Language Teaching* contribute to the alignment of the curriculum with mentions of varied ways of instruction and practices for learners of young age; students cognitive, emotional and physical development as a variable while planning instruction; classroom materials' ease of use; learnability and adaptation of coursebooks according to the needs of learners and the teaching environment.

Some courses are much more focused on the varied needs of students and accommodations for learning with the mentions of varying qualities of diverse students and approaches to their education; methods for diversifying education and inclusive course design; differentiation and adaptation of instruction for diverse learners. *Special Education and Integration*, *Inclusive Education*, *Individualizing and Adapting Instruction*, *Attention Deficit Hyperactivity Disorder*, and *Learning Difficulties* are part of these courses and contribute to the alignment of Guideline 4.

Guideline 5: Provide Options for Expression and Communication

This sub-theme deals with learners' abilities of expressing themselves, providing appropriate opportunities for presenting their knowledge and scaffolding to promote independent learning. From giving learners options for the medium of interaction, to choosing the right tools for a learning goal are considered a part of Guideline 5 and 7 courses have been identified to be possible contributors in alignment with it.

Courses with a focus on individual differences and accommodation are present in the curriculum. *Teaching English to Young Learners (1 and 2)*, *attention deficit hyperactivity disorder*, and *Special Education and Integration* are a part of this group with mentions of different learning styles (visual, audial, affective), ways of approaching diverse students.

Material development and instruction design is another area of focus for some courses. Concepts such as constructivist approach to education, authenticity and communicative appropriateness of course materials are present in course descriptions. Some examples for these courses are *New Approaches in English Teaching*, and *Course Content Design in English Language Teaching*.

Furthermore, *Drama in Education* along with *Drama in English Language Teaching* offers a gateway to performance-based instruction. Planning, implementing and evaluating performance-based instruction, its benefits for learners' cognitive and social development are mentioned.

Guideline 6: Provide Options for Executive Functions

This sub-theme focuses on aiding learners in achieving autonomy. With skills like planning learning, managing tasks and progress, and setting goals, students are able to control their learning processes. This autonomy is achieved through the guidance of the teacher by giving the students the opportunity to experiment with these skills and providing the necessary scaffolding throughout this experimentation stage.

In the 2018 ELT curriculum four courses have been identified as contributors for the Guideline 6 with focuses on assessment and guidance.

Learner assessment is covered in the curriculum via multiple courses. Topics such as learning and success in learning, assessment of in-class learning, self-assessment, peer-assessment and assessment of learning outcomes are mentioned in the contents of *Teaching Principles and Methods* and *Assessment of Classroom Learning*.

It is also possible to identify a focus on teachers aid in student development. Courses such as *Guidance in Schools* and *Classroom Management* mention communication and interaction in the classroom, teacher's role in classroom guidance and development of desired competencies in educational, vocational and social areas.

4.1.1.4. Identified Gaps of Theme 2

Gap 1: Guideline Coverage

Judging from the course contents, Principle 2's coverage appears to be the least covered principle in the 2018 ELT curriculum. Within this coverage, Guideline 4 is covered by 10 courses, Guideline 5 is covered by eight and Guideline 6 is covered by four courses.

Upon inspecting the guideline representations, we see that pedagogical courses play a bigger role with 10 out of 15 courses. This is because pedagogical knowledge courses include specialized courses on learner differences and inclusion, which is an underlying topic within Theme 2. This pattern could also be seen in Guideline 5 with pedagogical knowledge courses being equal to the number of content knowledge courses. However, Guideline 6 strikes as the

sole outlier with all its aligned courses being pedagogical knowledge courses. Such similarity in contributions to the UDL alignment could also be seen in course distributions.

Gap 2: Scope of the Courses

Theme 2 consists of 15 courses, nine of which align only with a single guideline. Like the Theme 1, a lack of explicit focus on UDL results in a narrow scope of course content that contributes to a limited alignment. The remaining six courses are equally distributed among content and pedagogical knowledge courses. These courses are focused on teaching methodology for certain learner types and inclusion, making their alignment with Theme 2 possible. While limited in number, this equal distribution of course categories could promote the development of both knowledge and practices that align with the UDL framework.

A similar distribution is also present in the course types. The 15 courses of Theme 2 consist of seven compulsory and eight elective courses. More in line with their nature, compulsory courses focus on teaching methodology and principles while elective courses focus on concentrated areas of inclusion. Stemming from this it is possible to say that elective courses are limited in their scope since seven out of eight courses only align with a single guideline while compulsory courses turn the ratio around with three out of seven courses. This pattern suggests that while the core curriculum provides a more integrated approach to Principle 2, the elective courses might be more specialized but potentially less comprehensive in their coverage of UDL principles.

A particularly noticeable gap is the limited focus on executive functions (Guideline 6), with only four courses addressing it. Moreover, three of these courses are compulsory pedagogical knowledge courses, indicating a potential lack of attention to executive functions in content-specific contexts. This gap could result in graduates being underprepared to support their future students in developing these essential skills.

Theme 2 signals a need for knowledge related to emotional aspects of learning. While there is some coverage of cultural relevance and classroom management, teachers need explicit instruction in how to develop students' self-regulation skills. Introduction of topics such as strategies for engagement, strategies for developing student autonomy, and methods for diversifying challenges according to learner needs would allow for additional UDL

implementation. Moreover, teachers would benefit from a deeper understanding of how to implement graduated levels of support that foster independence while maintaining engagement. The current balance between content and pedagogical courses provides a good foundation, but the actual content would benefit an expansion.

4.1.1.5. Theme 3: Provide Multiple Means of Engagement

Theme three is about learner motivation and engagement during the learning process. Teachers' ability to create and manage learning experiences which are motivating and sustainable plays a major role. Figure 8 shows the courses their representation of Principle 3.

Course Name	Course Type	Course Category	Principle 3: Multiple Means of Engagement		
			G7	G8	G9
Teaching English to Young Learners 1	C	CK	G7		
Teaching English to Young Learners 2	C	CK	G7		
Educational Psychology	C	CK	G7		
Teaching English Language Skills 1	C	CK		G8	
Teaching English Language Skills 2	C	CK		G8	
Approaches to English Language Learning and Teaching	C	CK	G7		
English Language Instructional Programs	C	CK	G7	G8	
Course Content Design In English Language Teaching	C	CK	G7	G8	G9
Preparing and Evaluating Exams for English Language Teaching	C	CK	G7		
Guidance in Schools	C	PK			G9
Teaching Principles and Methods	C	PK	G7	G8	
Special Education and Integration	C	PK	G7	G8	
Classroom Management	C	PK	G7	G8	
Language and Society	C	CK	G7		
World Englishes and Culture	E	CK	G7		
Educational Anthropology	E	PK	G7		
Drama in Education	E	PK	G7		
English Language Teaching Coursebook Analysis	E	CK	G7	G8	
New Approaches in English Teaching	E	CK	G7	G8	
Inclusive Education	E	PK	G7	G8	
Individualizing and Adapting Instruction	E	PK	G7	G8	
Assessment of Classroom Learning	E	PK		G8	
Sociolinguistics and Language Teaching	E	CK	G7		

Figure 8. Course distribution for Principle 3

Guideline 7: Provide Options for Recruiting Interest

This sub-theme is about capturing student interest, presenting appropriate challenges and using assessment methods, using differentiated and culturally relevant content, creating a safe space for learners which promotes non-threatening risk taking and promoting collaboration.

In the 2018 ELT curriculum 18 courses contribute to the development of practices that align with the Guideline 7. These courses focus on the areas such as the importance of individual differences, differentiation and cultural relevance, and appropriate teaching materials and assessment.

Individual differences and learners' diverse needs are recognized in the curriculum via multiple courses. Courses such as *Educational Psychology* and *Special Education and Integration* focus on the significance of considering developmental differences, learner motivation, and differentiated content in promoting engagement, while *Individualizing and Adapting Instruction* further discusses strategies for individualizing teaching. Moreover, courses such as *Teaching English to Young Learners (1 and 2)*, *Classroom Management*, and *Inclusive Education* sheds light on importance of developmental stages in learning, effective communication in the classroom, and student motivation.

Culture in education and cultural awareness is also present in the course contents. Integration of cultural elements for engagement, choosing materials that resonate with students' culture, and cultural factors in education are all prominent in courses such as *Educational Anthropology*, *Sociolinguistics and Language Teaching*, *Language and Society*, and *World Englishes and Culture*.

Lastly, there are courses which focus on appropriate course material and assessment selection. Teaching materials and assessment methods that contribute to meaningful learning and align with learning outcomes are discussed in the courses such as *English Language Instructional Programs* and *English Language Teaching Coursebook Analysis*.

Guideline 8: Provide Options for Sustaining Effort and Persistence

This sub-theme focuses on creating an environment which will help students develop self-regulation and sustain their motivation throughout the learning process despite the challenges

they may face. Helping students to follow up on their goals, providing flexible challenges, fostering collaboration and giving process-oriented feedback moves the teachers closer to achieving this.

A focus on creating adaptive and supportive learning environments could be seen in the curriculum via courses such as *Teaching Principles and Methods* and *Classroom Management*, which equip NGELTS with strategies for effective classroom management, goal-setting, and instructional planning. These courses emphasize the importance of purposeful tailoring of teaching methods and establishing learning environments that allow for autonomy.

The curriculum also emphasizes individualizing and customizing learning materials and methods. Courses provide NGELT's with skills to adapt their teaching materials to specific learning needs and environments, as well as adapting teaching techniques to different age groups and proficiency levels, ensuring that future teachers can maintain student motivation across varied learning contexts. This customization allows for sustaining student engagement by ensuring that learning experiences are relevant and appropriately challenging. Courses such as *Course Content Design in English Language Teaching*, *Individualizing and Adapting Instruction*, and *Teaching English Language Skills (1 and 2)* are some examples of the courses that contribute to these developments and subsequently to the alignment with Guideline 8.

Assessment and feedback methods that promote self-regulation are also present in the curriculum. *Assessment of Classroom Learning* introduces a variety of assessment techniques, including performance assessments, portfolios, and peer assessments. These diverse methods provide visible and varied ways for measuring student progress which encourage students to take an active role in their learning process, fostering self-regulation skills.

Lastly, within *Guidance in Schools* focuses on developing educational and social competencies could be seen which extends the sustainability of student effort and motivation beyond the classroom by developing students' personal coping skills and competencies. These skills are vital for students to overcome learning challenges and maintain their motivation over time, which is also essential for Guideline 8.

Guideline 9: Provide Options for Self-Regulation

This sub-theme is about developing learners' abilities to manage their own motivation and sustain their engagement. While the previous sub-theme was about creating an environment which allowed learners to engage, this sub-theme is about equipping learners with coping skills to overcome extrinsic barriers in learning. With only two partially relevant courses, this is the least represented Guideline in the 2018 ELT curriculum.

Course Content Design in English Language Teaching emphasizes creating materials based on students' needs and proficiency levels which also allow for effective communication within the classroom. Additionally, *Guidance in Schools* mentions the development of educational and social competencies.

4.1.1.6. Identified Gaps for Theme 3

Gap 1: Guideline Coverage

Theme 3 presents both balanced and unbalanced characteristics. With 23 unique courses the representation of the Principle 3 is highest in the curriculum. Guideline coverage consists of 19 courses in Guideline 7, 12 for Guideline 8, and two for Guideline 9. However, in the whole 2018 ELT curriculum, Guideline 9 strikes as the lowest aligned with only three courses.

With 13 content knowledge and 10 pedagogical knowledge courses it is possible to say that an almost equal contribution to the alignment is present, addressing engagement from both content-specific and general pedagogical perspectives. This pattern could be seen in all the guidelines for Theme 3 with equal distribution of content and pedagogical courses. However, the lack of general culture courses in the Theme 3 is also present across all its guidelines as well.

Gap 2: Scope of the Courses

In the Theme 3, 14 out of 23 courses align with only a single guideline. As with Theme 1 and 2, this is also a reflection of the narrow scopes of the courses. Additionally, the accumulation of these courses in Guideline 7 and 8 results in partial alignment with the UDL framework further

emphasizing the limited content of the courses. However, it is possible to see a balance between the courses that align with multiple guidelines. These courses are equally distributed between content knowledge and pedagogical knowledge courses signifying an equal contribution for a holistic development of desired UDL skills and knowledge.

Similarly, distribution by course type is almost equal with 13 compulsory and 10 elective courses. In addition, these courses put similar emphasis on content and pedagogical knowledge. Particularly, with five compulsory and four electives, nine courses show multiple alignments with the guidelines. The topics covered by these courses are varied and comprehensive, ranging from area specific courses such as *Course Content Design in English Language Teaching* to courses with more inclusion focus such as *Special Education and Integration*.

Within all the course distributions it is possible to see a distinct lack of alignment with Guideline 9. With only two alignments, both of which are compulsory courses, it is possible to point out that the courses are lacking in student autonomy and the limited attention that is given is due to the broad scope of the courses. This underrepresentation of Guideline 9 creates potential insufficiencies in graduates failing to promote student autonomy and failing to develop students' abilities to manage intrinsic and extrinsic barriers in learning.

4.1.2. Discussing the Gaps Related to the 2018 English Language Teaching Curriculum

Analysis of the 2018 ELT curriculum reveals significant gaps in its alignment with the UDL framework. Principle 3 has the highest coverage with 23 courses, while Principle 2 shows the lowest with 15, and Principle 1 lays in the middle with 21. This variety in alignment shows us that while some areas of UDL are addressed, some areas lie outside the curriculum's coverage.

In the coverage of Principle 1 it is possible to see an imbalance in topics that align with the guidelines. This suggests that areas such as language and symbols, and comprehension are under-represented in the curriculum. Additionally, 10 out of 21 courses in this theme align with only a single guideline, indicating a narrow scope considering the curriculum's lack of explicit UDL focus. The course hour reduction of the curriculum with the introduction of new courses could be the reason as these changes have been regarded as a double-edged sword since the new

courses serve to broaden the curriculum but the course hour reduction limits the content within the courses. Yapucuoğlu and Gündoğdu (2020) along with Çetin et al. (2021) highlight the reduction of course hours and question quality of the courses considering the newly added courses.

Moreover, a disparity between content knowledge and pedagogical knowledge courses is also evident. Only four pedagogical courses contribute to Guideline 1. In their study, Nigar and Basri points out that these courses are reported to be theory heavy and generally rely on teacher presentations (2022) which could negatively affect their contribution. The lack of teaching methodology focusses, and practice components could be a reason in limited alignment since courses that focus in these areas have better alignment figures.

Similarities and some differences are also present in the Principle 2 alignment. Within this principle, nine out of 15 courses only align with a single guideline, indicating the narrow score within Principle 1 is also present here. Notably, Guideline 6 (Executive Functions) is significantly underrepresented, with only four courses addressing it.

Principle 3 has a more balanced distribution between content knowledge (13 courses) and pedagogical knowledge courses (10 courses). This balance addresses engagement from both content-specific and general pedagogical perspectives. The nearly equal distribution between compulsory (13 courses) and elective courses (10 courses) provides a mix of content that addresses various engagement strategies.

However, the underrepresentation of Guideline 9, which focuses on student autonomy and self-regulation, is particularly concerning. Only two courses address this guideline, suggesting potential deficiencies in preparing educators to foster independence and self-management in learners which is also present in the literature. Çolak and Yorulmaz (2023) highlight teachers' lack of autonomy in areas of instruction design, professional development, and communication arguing that these also reflect on the student's development of autonomy. Moreover, Tümen-Akyıldız and Donmuş-Kaya (2023) highlight that teachers' moderately implement self-regulated learning strategies for engagement; and Bağcı and Aydın (2021) highlight moderate autonomy support which puts teachers' practices closer to being controlling. Lastly, Yükselir and Özer (2020) highlight while undergraduate teachers are aware of learner autonomy, self-

direction and goal commitment, they lack knowledge on how to become an autonomous learner or its contribution.

The analysis also reveals a gap between theoretical knowledge and practical implementation. While the curriculum provides theoretical insight through content and pedagogical knowledge courses, the limited presence of practice components may leave graduates struggling to translate this knowledge into effective classroom practices.

Lastly, the analysis of the 2018 ELT curriculum's course content alignment with UDL principles reveals both promising foundations and significant areas for development in preparing future English language teachers. The findings suggest that while the curriculum does not explicitly incorporate the elements of UDL, there are incidental overlaps in the content.

The overall UDL coverage of the curriculum provides an insight into what it offers and what it does not. The representation of Principle 1 suggests that the curriculum touches on areas of content delivery and accessibility, which aligns with traditional teacher preparation approaches. However, this limited natural alignment could only be seen less and less in the Principle 2 and Principle 3. The most prominent gap is the limited attention given to executive function development, self-regulation, and assistive technologies, which are recognized as critical components of effective learning. The minimal coverage of these areas may reflect a traditional focus on content knowledge over learning process skills. Additionally, while the curriculum shows some attention to cultural consideration and basic technology use in education, there appears to be room for more systematic integration of these topics across all three UDL principles to promote deeper understandings. Knowledge on topics such as effects of cultural and linguistic diversity in learning, engagement, motivation, and assessment; as well as assistive technologies, digital assessment, and digital learning environments are outside the coverage of 2018 ELT curriculum. This is particularly important given the current context of Türkiye where heterogeneous classes are becoming increasingly common, and technology gets closer to being inseparable from education.

In conclusion, this analysis of the 2018 ELT curriculum shows varying degrees of alignment with UDL principles. We can see strongest in engagement, moderate in representation, and lowest in action and expression. The identified gaps in executive functions, self-regulation,

technology integration, and cultural responsiveness, reflect the limited scope of the curriculum in UDL alignment along with the potential areas to improve.

4.2. Self-reported Practices of New Graduate English Language Teachers (RQ 1.2)

In this section, details of the findings regarding self-reported practices of new graduate English language teachers are given. Both qualitative and quantitative results are presented and discussed.

4.2.1. Quantitative Results

For the UDL questionnaire a total of 70 people has submitted valid answers and 40 (23 Female and 17 Male) of these answers were from new graduate English language teachers. Table 17 shows the age groups of NGELTs' which are grouped between 18-23 and 24-29, with most of the NGELTs being 18-24. This supports the assumption that the NGELT group is consisted of recent graduates based on their year of enrollment into the ELT program being 2019. In addition, the NGELT sample reported that 18 out of 40 had prior experience in teaching before graduation meaning that almost half of the NGELT group had more teaching experience. The researcher collected experience to compare the group's answers to uncover its potential effects on the data and manage it if necessary.

Table 17
Age Groups of New Graduate English Language Teacher Sample

Age group	Number of participants
18-23	27
24-29	13
Total	40

The questionnaire consists of 29 items, each rated on a 5-point Likert-type scale. Higher scores indicate greater self-reported compliance with UDL appropriate practice, while lower scores suggest less frequent application of these practices.

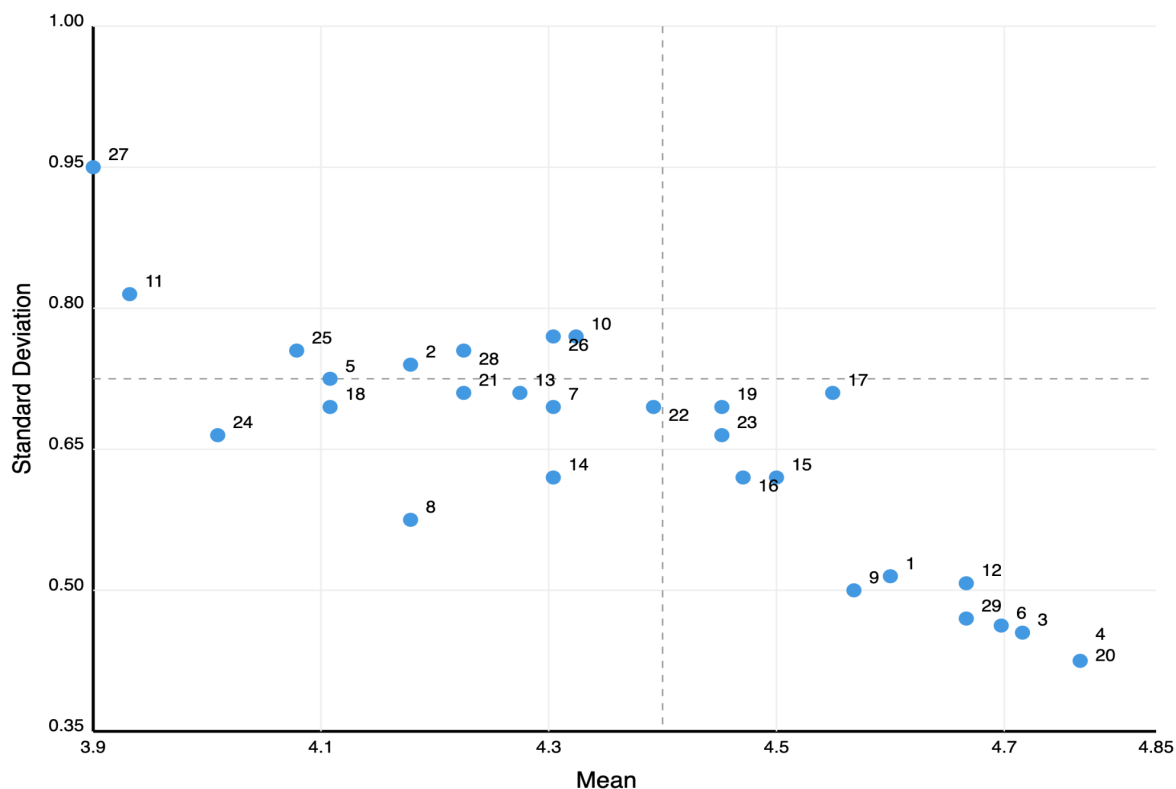
Table 18
Descriptive Statistics for All 29 Items for the NGELT Group

Item	<i>M</i>	<i>SD</i>	<i>Mdn</i>	Min	Max	Range	Skewness	Kurtosis
Item 1	4,68	0,53	5	3	5	2	-1,32	0,86
Item 2	4,25	0,81	4	3	5	2	-0,5	-1,28
Item 3	4,8	0,41	5	4	5	1	-1,56	0,45
Item 4	4,85	0,36	5	4	5	1	-2,04	2,26
Item 5	4,18	0,78	4	3	5	2	-0,32	-1,27
Item 6	4,78	0,42	5	4	5	1	-1,37	-0,14
Item 7	4,38	0,74	5	3	5	2	-0,74	-0,77
Item 8	4,25	0,63	4	3	5	2	-0,24	-0,54
Item 9	4,65	0,48	5	4	5	1	-0,65	-1,66
Item 10	4,4	0,87	5	2	5	3	-1,15	0,05
Item 11	4	0,93	4	2	5	3	-0,4	-0,96
Item 12	4,75	0,49	5	3	5	2	-1,85	2,82
Item 13	4,35	0,77	4,5	2	5	3	-1,06	0,81
Item 14	4,38	0,67	4	3	5	2	-0,6	-0,6
Item 15	4,58	0,68	5	2	5	3	-1,87	4,28
Item 16	4,55	0,68	5	2	5	3	-1,75	3,89
Item 17	4,63	0,77	5	2	5	3	-2,36	5,38
Item 18	4,18	0,75	4	3	5	2	-0,3	-1,11
Item 19	4,53	0,75	5	2	5	3	-1,62	2,31
Item 20	4,85	0,36	5	4	5	1	-2,04	2,26
Item 21	4,3	0,76	4	2	5	3	-0,95	0,73
Item 22	4,47	0,75	5	3	5	2	-1,06	-0,35
Item 23	4,53	0,72	5	3	5	2	-1,64	2,87
Item 24	4,08	0,73	4	3	5	2	-0,12	-1,05
Item 25	4,15	0,86	4	3	5	2	-0,3	-1,61
Item 26	4,38	0,87	5	1	5	4	-1,82	4,54
Item 27	3,9	0,98	4	1	5	4	-0,65	0,32
Item 28	4,3	0,85	5	2	5	3	-0,9	-0,25
Item 29	4,75	0,44	5	4	5	1	-1,2	-0,59

Table 18 shows the descriptives of NGELT group for all the items in the UDL questionnaire. The items with the highest mean scores were Item 4 and Item 20 (both $M = 4.85$, $SD = 0.36$) which were about providing options for language and symbols, and recruiting interest respectively, while the item with the lowest mean score was Item 27 ($M = 3.90$, $SD = 0.98$) which is about self-regulation strategies. The standard deviations ranged from 0.36 to 0.98, indicating varying levels of consensus among respondents across different items.

Skewness values were consistently negative, ranging from -2.36 (Item 17) to -0.12 (Item 24). This indicates a negative skew across all items due to a tendency for responses to cluster at the higher end of the scale, suggesting that NGELTs reported their practices to be in line with the items.

Kurtosis values showed considerable variation, ranging from -1.66 (Item 9) to 5.38 (Item 17). This suggests that some items had leptokurtic, while others had platykurtic distribution relative to a normal distribution meaning that the distribution of the data varies between the items where some, for example Item 17 which is about cooperation of students and teachers while setting learning goals, have a greater range of responses.



Graph 1. Mean vs standard deviation scatterplot for NGELT group

Overall, the descriptive statistics reveal a pattern of high ratings of self-reported practices across all items. The consistently high means (all above $M = 3.90$) and medians (mostly $M = 4.00$ or 5.00), coupled with the negative skewness, suggest that new graduate English language teachers generally rated themselves highly on their practices. However, the varying standard deviations (from $SD = 0.36$ to 0.98) and kurtosis values indicate that some items elicited more diverse responses than others.

Table 19
NGELTs Items with Greatest Variation in Responses

Item	<i>M</i>	<i>SD</i>	Range
Item 27	3,9	0,98	4
Item 11	4	0,93	3
Item 26	4,38	0,87	4
Item 10	4,4	0,87	3

Table 19 highlights the items with the greatest variation in responses within the NGELT group. These items are about *Action and Expression* and *Engagement*, especially a pattern can be seen in providing options for physical actions and providing options for self-regulation guidelines. Item 27 stands out with both the highest standard deviation ($SD = 0.98$) and the largest range (4), indicating the most diverse responses. This item also has the lowest mean ($M = 3.90$) among the selected items, suggesting it might represent a UDL practice that new graduate English language teachers find more challenging to implement consistently.

Items 26 and 10 also show high variability, with standard deviations above 0.85 and ranges of 4 and 3, respectively. Despite the variability, their means are relatively high ($M = 4.38$ and 4.40), indicating that while many teachers report high implementation, there's a high variation in responses.

Upon comparing the mean scores of the items using the NGELT's teaching experience variable, it is possible to say there is not a significant difference in the NGELTs with prior experience and NGELTs with no prior experience before graduation.



Figure 9. Item types, mean values and standard deviations for NGELT group

Figure 9 shows us the mean and standard deviation values for each item types. In the ‘Practice’ item types, Item 4 is the highest rated item while Item 13 is the lowest. These items are about modifying classroom language and providing options for expression with learners’ needs in mind. For the ‘Knowledge’ item types, Item 14 is the highest rated item while Item 27 is the lowest.

The high rated item is about alternative mediums of expression while the lowest rated item is related to knowledge on promoting self-regulation. Lastly, among the ‘Belief’ type items, Item

20 is the highest and Item 23 is the lowest rated. There are related to creating safe classroom environments and sustaining students interests in learning a language regardless of their differences.

The total values show us that items related to belief have the highest means and have the least variety in answers. Contrastingly, items related to knowledge have been rated lower and there is a greater variation in the answers. This discrepancy could be due to NGELTs being aware of fundamentals which align with UDL but lacking the knowledge on ways to put it into practice. We can see this in the 'Practice' items where the difference between highest and lowest means ($M=0,50$) and standard deviations ($SD = 0,51$) are greater among the item types.

4.2.2. Reflective Thematic Analysis and Discussion

The researcher analyzed the interview data with a hybrid inductive-deductive approach, allowing for the presentation of the themes to be like the UDL's presentation of guidelines and principles. During the coding process, the researcher chose to use broader code segments, grouping related codes together.

4.2.2.1. Theme 1: Provide Multiple Means of Representation

NGELT group articulated some attention to providing students with a varied range of materials. In addition, these materials were often digital. While their awareness of material variation and technology use could serve as a foundation for practices, their rationale shows that these practices are not explicitly UDL aligned.

"Kesinlikle çok fazla çevrim içi materyaller kullanıyorum. Hardcopy'den ziyade. Çünkü şu an öğrencilere onu taşımak bir külfet. Bulmak bir külfet vesaire."

(Translation: "I definitely use a lot of online materials. Rather than hardcopy. Because it's a burden for students to carry it now. It's a burden to find it, etc.")

Additionally, there seems to be awareness of learners' access to the materials. This demonstrates an understanding of the need to provide multiple formats to support different perceptual

preferences and abilities, similar with UDL's guideline to offer alternatives for auditory and visual information.

"Şimdi bir kere hard copy'yi hep dağıtıyordum. Kendim bunu bir şart olarak görüyordum çünkü her ne kadar bu dijital ortamdaki oyunlar veya materyaller iyi olsa da kişinin dikkatini çekse de herkes gördüğünü veya duyduğunu tam olarak algılayamıyor"

(Translation: "Now, I was distributing hard copies. I saw this as a requirement because although these games or materials in the digital environment are good and attract people's attention, not everyone can fully perceive what they see or hear.")

Moreover, there are instances where the NGELT group displayed awareness to supporting language understanding.

"Örneğin eğer A2 seviyesine ders veriyorsam, biraz daha böyle bilginin kâğıtta verilmiş olmasını, etkinlikte verilmiş olmasını istiyorum. Çünkü A2 seviyesindeki öğrenci zaten daha yeni öğrendiği için çok fazla bir bilgisi yok."

(Translation: "For example, if I'm teaching at A2 level, I want the information to be given on paper, to be given in the activity. Because the A2 level student doesn't have much knowledge as they're just learning.")

"Eğer dil kaynaklı bir anlamama varsa daha yavaş ve tane tane tekrar ediyorum. Gerekirse Türkçeye geçiyorum."

(Translation: "If there's a language-based misunderstanding, I repeat more slowly and clearly. If necessary, I switch to Turkish.")

From these it is possible to see an intrinsic attention to aid learners' language understanding based on their levels. This aligns with UDL's recommendation to support language decoding and allowing flexibility in language use to support comprehension. Further efforts to aid comprehension could also be seen.

"Konuyu etkili bir şekilde nasıl aktarabileceğimi düşünüyorum ve aktarırken resim gibi anlatımı destekleyici öğeler kullanıyorum"

(Translation: "I think about how to effectively convey the topic and use supporting elements like pictures while conveying it.")

"...bakıyorlarsa bir suratıma, hala bir kağıda bir yönelme olmuyorsa diyorum ki bunu anlamadılar. Daha basit tutarak açıklıyorum. Yine böyle anlaşılamadığı noktada şey diyorum, ne yapıyormuşuz diyorum, anladınız mı diyorum. ...hadi anlayan anlamayana açıklasın. ...Ben daha kompleks cümle kuruyorsam onlar basit cümle kurduğu için anlıyorlar... Ama tabii mesela sınıf seviyesine baktığımız zaman düşük seviyedekiler de çok anlaşılabilir olmuyor bazı noktalarda. Onlarda da ekstra gerekirse Türkçe açıklamak zorunda kalıyorum."

(Translation: "...if I see them just staring at me and still not turning to their papers, I think, 'They didn't understand.' So I explain it more simply. If it's still unclear, I ask, 'What are we doing? Did you understand?' ...I say, 'Those who get it, explain it to those who don't.' ...When I use more complex sentences, they understand each other because they speak more simply... But of course, when we look at the class levels, the lower-level students aren't always clear. For them, I sometimes have to explain in Turkish if necessary.")

It is further emphasized that the reason for these practices is to aid students' comprehension. NGELTs' usage of modified language, peer support and visual support shows an intrinsic effort to provide students options to aid their comprehension.

The analysis reveals that while the new graduate English language teachers demonstrate some practices that align with UDL, their understanding and implementation appears to be intuitive and far from a structured framework. While we see strengths in providing options for perception, their way of providing support for language and comprehension often rely on simplification and translation rather than opting for alternative representations.

4.2.2.2. Identified Gaps in Theme 1

Through the interview data, several gaps have been identified between NGELTs' current practices and UDL suggestions. These gaps are categorized into three main areas: lack of a proactive approach to course design, inadequate diversity in representation methods and insufficient scaffolding and customization.

Gap 1: Lack of a Proactive Approach to Course Design

The first gap is the reactive nature of the support provided by NGELTs. Instead of proactively designing lessons with multiple means of representation perspective, teachers often resort to providing alternative explanations or support only when they notice students struggling. This reactive approach, while well-intentioned, contrasts with the UDL ideal of anticipating and planning for learner variability in advance.

Gap 2: Inadequate Diversity in Representation Methods

The second gap relates to the NGELTs limited diversity in representation. While there is evidence of some use of digital materials such as visuals and gamified activities, the range of representation methods appears to be relatively narrow. It is possible to see that NGELTs generally rely on hardcopies and digital text, with limited mentions of other forms of multimedia. Although some visual aids are mentioned, there is little evidence of consistently using multiple modalities to represent information.

Gap 3: Insufficient Scaffolding and Customization

The third gap is the result of insufficient scaffolds and customization in NGELTs' practices. Upon encountering comprehension difficulty, NGELTs often resort to simplification or translation rather than providing scaffolds or alternative representations. This suggests a need for support learners without oversimplifying content

Moreover, it is possible to see a lack of customization of learning experiences. NGELTs reported practices show that there are hardly any customization opportunities contrasting with UDL emphasis on providing learners with choices in how they access and engage with content, such as adjusting text size or choosing alternate mediums.

4.2.2.3 Provide Multiple Means of Action and Expression

NGELT's interviews show that there are efforts to make accommodations for students in areas such as language use, activity design and timing based on variables such as cultural appropriateness, class size, and learner characteristics.

“İlk olarak dil seviyesini düzenliyorum. ...Çünkü herhangi bir kültürdeki dil seviyesi farklı olabiliyor. ... Sınıf mevcudu uygun değilse gerekli revizyonları yapıyorum. Aktivite zaman alacaksa eğer daha kısa şekilde aynı anda daha fazla öğrenciye ulaşıp daha hızlı bitirme gibi. Yani zaman yönünden adaptasyon yapıyorum... İşte keza yine kültürde bir farklılık olabiliyor. Orada belirlenen şey o öğrencinin rahat anlayabileceği bir şeyken ülkemizde hiç öğrencinin bilmediği bir şey olabilir. Kültür yönünden de yani adaptasyon yapıyorum.”

(Translation: "First, I adjust the language level. ...Because the language level can vary across cultures. ...If the class size isn't suitable, I make the necessary revisions. If an activity takes too long, I shorten it to reach more students at once and finish faster. So, I adapt in terms of timing... Likewise, there can be cultural differences. What is easily understood by a student elsewhere might be completely unfamiliar to students here. So, I also make adaptations in terms of culture.")

"...aktivitenin sınıfın yapısına uygun olup olmaması. Örneğin çok hiperaktif bir sınıfa çok durgun kalacakları bir oyun verersen bu da hiç yararlı olmaz büyük ihtimalle. Genel olarak her sınıfı ayrı göz önünde bulunuyorum."

(Translation: "Whether the activity suits the structure of the class is important. For example, if you give a very calm game to a highly hyperactive class, it probably won't be effective. In general, I take each class into consideration individually.")

These efforts, though with severe limitations, align with the UDL framework. NGELTs' consideration of such variables and the accommodations made according to these show that there are intrinsic foundations on which the implementation of UDL could be supported.

In addition, it is also possible to see practices that provide learners with alternative ways for expression. While these alternatives are provided via the use of technology, and activities that have varied communicative requirements.

"Dersi teknolojiyle birleştirerek işte bu çeşitli platformlardan online oyunları hazırlıyoruz."

(Translation: "By combining the lesson with technology, we prepare online games from various platforms.")

"Onun haricinde grup olarak teşvik etmek açısından belki çoğunluğun seveceği bir aktivite üzerinden gitmek; bunu da uyguluyorum yani. Çoğunluğun sevdiği bir oyun, etkinlik varsa onu yapıyorum."

(Translation: "Apart from that, in terms of encouraging group participation, I tend to go with an activity that most of the class will enjoy; I apply this approach as well. If there's a game or activity that the majority likes, I go with that. ")

"Ders kitabımız var bizim. ...Onların akıllı tahta uygulamaları var, oyunları var, etkinlikleri var. Bunları kullanıyorum ders içinde. İhtiyaç gördüğüm durumlarda kendi materyallerimi oluşturabilirim. Var olan şeyi adapte ederim. Ek olarak, bireysel aktivitelerini grup aktivitelerine çevirdiğim oldu."

(Translation: "We have a textbook... It includes smart board applications, games, and activities. I use these in class. When needed, I can create my own materials. I also adapt existing resources. Additionally, I've converted individual activities into group activities at times.")

Lastly, it is possible to see that NGELTs' give some attention to guiding students in their learning and even offer some opportunities to manage their own learning. These practices promote learners to take an active role in their own learning by incorporating them into decision making, allowing for peer learning, and encouraging reflection.

"Diyorum ki hadi siz seçin discussion konunuzu. Hani ne istiyorsanız tartışalım şeklinde. Öyle olduğu zaman motivasyon buluyorlar."

(Translation: "I say, come on, you choose your discussion topic. Like, let's discuss whatever you want. When it's like that, they find motivation.")

"Anladık veya anlamadık, hadi anlayan anlamayana açıklasın."

(Translation: "Whether we understood or not, let's have those who understood explain to those who didn't.")

"Son on dakika mı veya beş dakika mı kaldı, diyorum ki... Şu konuyu işledik, hadi bakalım bir özet geçelim."

(Translation: "In the last ten or five minutes, I say... We covered this topic, let's review it.")

These practices could serve as a gateway by developing learners' skills which plays a role in the development of executive functions. However, it is noticeable that there is no explicit attention given into developing these skills, making them more of a byproduct.

The analysis shows that the new graduate English language teachers' practices show limited alignment with UDL Principle 2, and their implementation of strategies appear to be mostly intuitive and unsystematic. The teachers show some strength in providing options for expression and communication, particularly through varied activities, games, and encouraging peer interaction and learning. However, more focus should be given on providing options for physical action and supporting executive functions. Additionally, limitations and restrictions on instructional resources appear to be a limitation for NGELTs to align with Principle 2. Considering the NGELTs' practices are intuitive and not explicitly decided on, such limitations would hurt the alignment of UDL.

Overall, while these new graduate teachers show some understanding of the need to give student different opportunities to demonstrate their knowledge, their practices could benefit from a more concrete approach aligned with UDL principles.

4.2.2.3. Identified Gaps in Theme 2

Upon comparing the NGELTs practices with UDL's suggested practices it is possible to identify several gaps. These gaps are grouped into three: resource limitation, instructional design and diversity, and executive function development.

Gap 1: Resource Limitations

NGELTs have mentioned some restrictions related to the course materials such as having to use only the school appointed coursebook, limited access to technology and applications. While these appear to be outside influences on the instruction process, the NGELT's approach to handling these restrictions plays a role in UDL framework. Their reliance on pre-existing materials and limited evaluation of these materials results in a gap.

Gap 2: Instructional Design and Diversity

Upon examining the interviews, it becomes apparent that NGELTs generally opt for spoken and written formats for expression. Though diverse within themselves, these practices fall short of UDL recommendations. Moreover, when individualizing, group preferences play a bigger role than individual preferences and overall, it is possible to see a lack of learning options.

Gap 3: Executive Function Development

While some attention is present in the interviews, executive function development appears to be underdeveloped and unstructured. There are practices that promote reflection and planning learning, yet these are not as pronounced as UDL suggests. Some teachers do attempt to support students' organization and review skills, yet these efforts are limited and usually intuitive. Lack of address goal setting, self-monitoring, or planning skills and not utilizing checklists or self-assessment rubrics creates a salient gap.

4.2.2.4. Provide Multiple Means Engagement

The interviews show that NGELTs have varied ways to engage the learners during the instruction. These often include games, technology use, and student needs and preferences are taken into consideration.

NGELTs often utilize games and activities, situated in the content of the course, to promote engagement in the classroom. In addition, it is possible to see that learners' needs and preferences also play a role in their decision making.

"...genellikle rekabet ortamı olmadan bir ödül verme. Bunu mesela çok sık kullanırım. Küçük tatlı yarışmalar ama herkesin kazandığı. Onları motive edecek şeyler. Derse ilgilerini arttıracak şeyler doğal olarak katılımlarını da arttırıyor."

(Translation: "I often give out rewards without creating a competitive environment. I use this approach quite frequently at small, fun competitions where everyone wins. These are motivating for the students and naturally increase their participation by boosting their interest in the lesson.")

"Dersin sonunda illaki bir oyun oynatıyordum. Beş dakika, altı dakika veya en fazla on dakika. Hem bir rekabet oluyordu aralarında..."

(Translation: "At the end of the lesson, I always had them play a game. Five minutes, six minutes, or at most ten minutes. There was competition among them...")

From the interviews we can also see that NGELTs' practices in motivating and engaging students are concrete and deliberate. Learners' interests, needs and preferences are often mentioned as a valuable variable to consider. Compared to the other aspects of the UDL alignment, this strikes as one of the most sophisticated attempts. Additionally, NGELTs also utilize certain strategies to help students manage and sustaining their motivation and interest in learning. These strategies are usually paired with the strategies of promoting engagement.

"Mesela ilgilerini çeker mi öncelikle ona bakıyorum. Çok sıkıcı metinleri mesela okumak istemiyorlar veya ben bir worksheet götürüyorum, 50 tane soru var. 50 tane soruyu çözmek istemiyorlar, onu 20'ye düşürüyorum mesela ama aralarından güzellerini seçiyorum."

(Translation: "For example, I first look at whether it will interest them. For instance, they don't want to read very boring texts, or if I bring a worksheet with 50 questions, they don't want to solve 50 questions, so I reduce it to 20, but I choose the best ones among them.")

Şimdi önce zaten direkt, her sınıfa aynı materyali götürmüyorum. Çünkü her sınıfın seviyesi farklı. Yani A2'de olsa mesela, atıyorum sabah A2 sınıfının, akşam A2 sınıfının arasında fark var.

(Translation: "First of all, I don't bring the same material to every class. Each class has a different level. Even if they're both A2 level, for example, there's a difference between the A2 class in the morning and the A2 class in the evening.")

...veya kimi öğrenci de hani bazen sayıca çok daha az olsa da çok yüksek hazır bulunuşluklarla geliyorlar sınıfa. Hani bayağı iyi İngilizce seviyeleri. Onlar da bazen sıkılıyor mesela sınıfta. Onlara da özellikle zor bir soru soruyorum.

(Translation: "...or sometimes, even if there are fewer students, some come to class with much higher readiness levels and quite good English skills. They can get bored in class as well. For them, I make sure to ask particularly challenging questions.")

...yani derse özel kılıyordum, kişiye özel kılıyordum. Mesela 2-3 tane öğrencim vardı. Bunlar biraz hani desteklenmeye gereksinimi olan öğrencilerdi. Özellikle onları dahil etmek için bir kısmını onlara özel hazırlıyordum.

(Translation: "...so, I tailored the lesson specifically to the class and to the individual students. For example, I had 2-3 students who needed extra support. To make sure they were included, I would prepare certain parts of the lesson specifically for them.")

Lastly it is possible to see some instances where NGELTs mentioned practices which potentially play a role in developing learners' self-regulation skills. It is, however, important to note that this is the most limited representation of UDL guidelines. These practices of NGELTS are undeliberate and are usually implemented in order to accomplish another aims such as motivating students or managing their engagement.

"Son on dakika mı veya beş dakika mı kaldı, diyorum ki... Şu konuyu işledik, hadi bakalım bir özet geçelim."

(Translation: "In the last ten or five minutes, I say... We covered this topic, let's review it.")

"Anladık veya anlamadık, hadi anlayan anlamayana açıklasın."

(Translation: "Whether we understood or not, let's have those who understood explain to those who didn't.")

While these instances promote self-assessment, reflection and self-regulation to some degree, being a teacher-led activity potentially interferes with the alignment of Principle 3.

Overall, in line with the previous principles, the analysis shows that while the new graduate English language teachers demonstrate some practices that align with UDL Principle 3, their understanding and implementation appear to be intuitive and unstructured. Some areas show

strength such as recruiting interest through games, technology, and consideration of student preferences. However, areas of sustaining effort and persistence are less varied and often rely on adjusting difficulty rather than providing a range of options. NGELTs' intuitive understanding of engagement could benefit from a structured approach with explicit intentions.

4.2.2.5. Identified Gaps in Theme 3

It has been established that the third principle of UDL focuses on sustaining the learner's motivation and especially engagement through the challenges via offering skills for self-regulation and autonomy. When compared with the suggested UDL practices several gaps become apparent, which could be grouped into Limited Individualization, Diversity of Engagement Strategies, Cognitive Support Gaps, and Limited Self-Regulation Strategies.

Gap 1: Limited Individualization

The NGELTs show some awareness of the need to individualize content. We can see it in their attempts to adopt content to appropriate language levels. However, there's a noticeable gap in individualizing engagement strategies to meet the needs of specific learners within a class. This gap reflects a tendency to treat the class as a homogeneous group rather than recognizing and addressing the diverse engagement needs of individual students.

Gap 2: Diversity of Engagement Strategies

The analysis reveals that NGELTs tend to rely on a limited set of engagement strategies, primarily focusing on games, technology use, and adjusting task difficulty. While their effectiveness can be discussed, the narrow range of this strategy creates a gap in providing students with options that may suit their needs and preferences. It can also be noticed that the concept of engagement generally has been associated with participation during activities, which reflects on NGELTs' strategies.

Gap 3: Cognitive Support Gaps

Usage of external motivators such as rewards and competitions have been reported multiple times by the NGELTs. Consequently, a lack of intrinsic motivation appears to be common in their practices. The short-term motivators such as rewards may not foster the deep, personal connection to language learning that sustains motivation over time.

Gap 4: Limited Self-Regulation Strategies

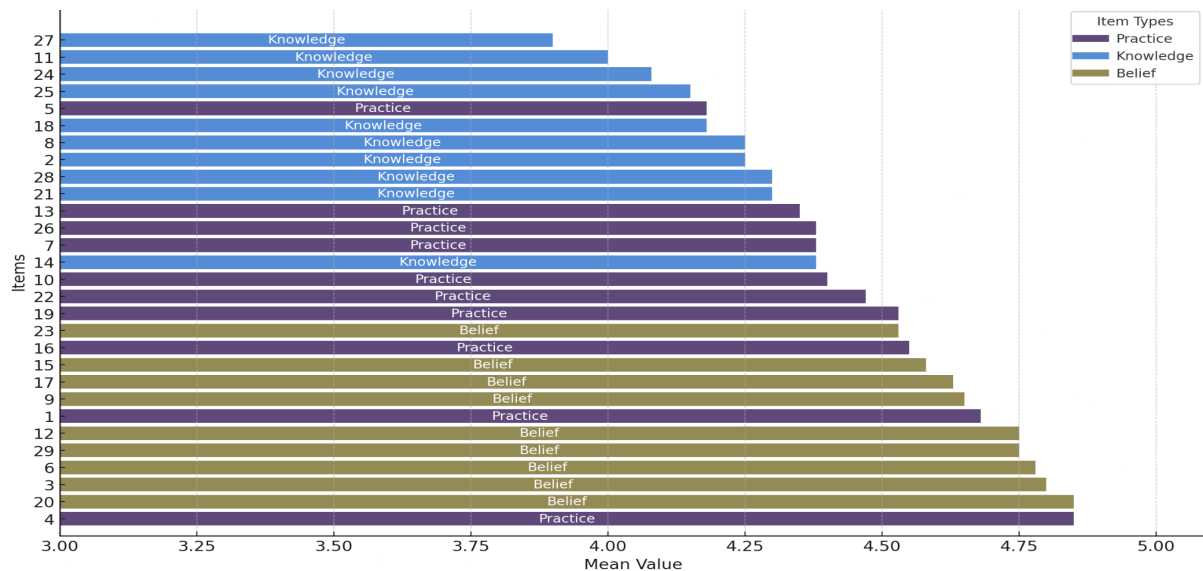
Developing self-regulation is one of the areas where we can see NGELTs attempts. However, these are usually limited in variation and often are teacher-led. While their presence serves to the development of self-regulation skills, the implementation of these practices hinders the potential. In addition, promotion of autonomy also shares a similar implementation. There are limited mentions of allowing students to take control of their own learning and a lack of skill development for areas such as goal setting, planning learning and managing time and resources while learning.

4.2.3. Discussing the Gaps in the Data Sources: New Graduate English Language Teachers

Further diving into the data shows us a pattern in the presence of intuitive practices and 2018 ELT curriculum's possible contributions for its development. Like customization, we see the pattern also in language support, comprehension strategies, and generalization of knowledge which are related to Principle 1. Providing additional instruction would allow tending the inadequacies of the curriculum in order to reach a higher level of alignment with practices that are more structured and proactive. For example, different types of language support such as vocabulary aids, language scaffolds, and visual prompts; pre-prepared comprehension supports such as graphic organizers, step-by-step guides; and situated course design to promote generalization that includes real-world problem-solving tasks, collaborative group projects, or thematic connections to other subjects would provide the opportunity for more conscious course design with a high level of UDL alignment.

Upon expanding the scope to include Principle 2 and Principle 3, we once again see the pattern emerge. For Principle 2, despite some variety being present, limited accommodation for physical actions; restricted expression mediums; minimal support for executive functions; and any alternatives or variety being centered on the learners' needs as a group level rather than an individual level shows us the foundation for alignment along with the missing marks in the curriculum. Developing familiarity with assistive technology and alternative response tools; expanding from only relying on written and spoken mediums; developing organizational skills with goal setting, planning, and self-monitoring; and expanding offered variety to the individual level of learner needs would allow for a wider UDL coverage in the 2018 ELT curriculum.

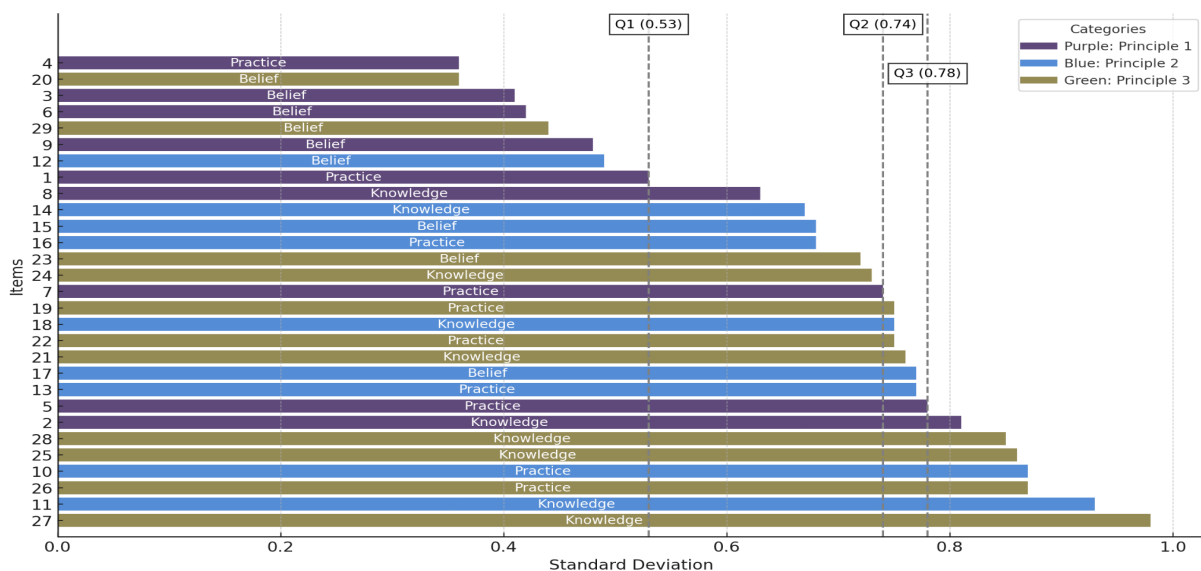
For Principle 3, while there is a collective effort, limited engagement and recruiting interest strategies; inconsistent and limited support for sustaining motivation and persistence; and limited opportunities for learners to invest in self-regulation appear as the areas where some attention is given but could be improved for a better alignment. Incorporating varied and choice-based activities, scaffolded feedback and peer support, and self-regulation strategies such as goal-setting and self-assessment to promote independent learning would help to tend the areas where the 2018 ELT curriculum does not include.



Graph 2. Mean values of items by type

As can be seen in the Graph 2, The UDL questionnaire reported that the items related to knowledge areas have lesser means than items related to practices and beliefs. To some degree this may be the result of an absence of formal education on the UDL framework. Yet, it is reported that NGELTs engage in practices that align with UDL. Considering the intuitive nature of these practices along with the item scores related to knowledge it could be said that NGELTs have some foundation for UDL alignment, but lack of knowledge creates a barrier for further progress.

Another point that arises from comparing the data sources is the seemingly contradictory results of the UDL questionnaire and the interviews. While the questionnaire reports answers grouping in the high end, interviews make it clear that implementation of UDL aligned practices are generally limited and intuitive. However, considering the 2018 ELT curriculum's lack of inclusion of UDL framework, the questionnaire, in a way, serves as a reflection for the intuitiveness of the participants' UDL appropriate practices judging by the standard deviations of the items. The semi-aligned and intuitive practices generally have lower standard deviations in their related items. Similarly, areas where there is a limited representation in the interviews have higher standard deviations in their related items.



Graph 3. Standard deviation of items by category and type

Graph 3 shows the standard deviations of questionnaire items along with the quartile thresholds. Items below the second quartile show less variability, indicating consistent reports among NGELTs while items above show high variability. Additionally, the color coding allows us to see the distribution of UDL principles among the quartiles and labels within the bars allow us to see the item types. Below the first quartile, the items are distributed across multiple guidelines (Guidelines 1, 2, 3, 4, 7, 9) where intuition is plenty such as simplifying language (Item 4), making course content manageable (Item 6) and ensuring course materials to be interactable by all the learners (Item 12). The items below the first threshold are mostly related to belief (Items 3, 6, 9, 12, 20, 29) and practice (Items 1, 4).

On the other hand, the items that are above the third threshold are spread among Guidelines 1, 2, 4, 8, 9. In the interviews, several gaps have been identified related to these items and guidelines they represent. For example, Item 2 is about participants knowledge on tools that allow customization in course materials according to learners' needs. In the interviews a reflection of this could be seen as a lack of providing customization options or customizing materials according to individual learner needs. Similarly, Item 26, which is about creating experiences that promote intrinsic motivation to promote persistence, ranks quite high in the table and this is also reflected in interviews as NGELTs mostly rely on extrinsic motivation and there is a lack of proactive planning for persistence. The items above the third quartile are mostly related to knowledge (Items 2, 25, 28, 11, 27) and practice (Items 5, 10, 26)

The 2018 English Language Teaching curriculum clearly present a contribution in developing intuitive practices. While the curriculum's alignment with UDL framework is limited and appears barren, the intuitive practices retrieved from the NGELT interviews show a foundation on which a UDL integration could rest. In addition to these intuitive practices, NGELTs also have shown that their semi-aligned practices share a similar fundamental with the UDL framework. Their awareness of learners' diverse needs in representation and comprehension; adaptations based on learner diversity/needs, peer-supported scaffolding, and using multiple communication methods; and employing learner-centered approaches to motivating learners along with limited, but nonetheless present, practices for fostering self-regulation presents a groundwork where structured integration of UDL framework could rest on.

Overall, the analysis of New Graduate English language teachers' practices reveals a complex picture of implementation, characterized by intuitive alignment with certain principles while showing significant gaps in others. A persistent finding is the presence of intuitive UDL practices among NGELTs. While these teachers haven't received formal UDL training, they naturally implement certain UDL-aligned practices, particularly in areas of student engagement and basic representation. This suggests that some UDL principles align with natural teaching instincts or perhaps with foundational pedagogical training received during their education. However, this intuitive implementation is often reactive rather than proactive and lacks the systematic approach that characterizes true UDL implementation.

As mentioned earlier, one paradox within the data is that while NGELTs score higher on practice-related and belief-related items than knowledge-related items in the qualitative data suggests their actual implementation is limited. In the literature similarities with the qualitative findings are reported as pre-service and new graduate teachers show moderate to high awareness in inclusive practices, but their knowledge and inclusive practices are limited (Akbulut et al., 2021; Gülay and Altun, 2023; Polat, 2022). This might be explained by a potential overestimation of practices in self-reporting or there is a gap between their theoretical understanding and practical application. The occurrence of the latter is highly possible since the reduction in practice components in the 2018 ELT curriculum is recognized as a negative and the participants had limited exposure to a genuine classroom setting apart from their practicum (Çelik and Kasap, 2019; Çelik and Memduhoğlu, 2022; Karakaş and Yavuz, 2018; Okumuş and Daloğlu, 2024)

In examining specific areas of strength, NGELTs show capability in basic engagement practices through the use of games and technology, consideration of student preferences, and presentation of the course content. They also demonstrate natural inclination toward using visual support, providing alternative explanations, and adjusting language levels. These results are also reflected in the literature (Doğan Soylu and Kılınç, 2023; Dursun and Yenen, 2020). However, there are significant areas requiring development such as proactive lesson planning to combat difficulties before they occur in the classroom. Additionally, while NGELTs show awareness of group-level differences, individual-level customization and allowing student freedom appears to be rare. Additionally, the development of self-regulation and executive function skills appears

to be mostly incidental considering the lack of mentions in both 2018 curriculum and NGELT interviews.

Environment and resource constraints could also play a role in hindering the UDL alignment. Areas such as limited access to technology, restrictions in course material usage, and class sizes are frequent mentions in the literature as challenges faced during English language teaching (Kozikoğlu and Arkalı, 2024; Madalińska-Michalak and Balvi, 2018; Tunç and Kozikoğlu, 2022; Yeren and Dursun, 2020). Because these challenges affect the core of English language teaching, they have the potential to challenge the UDL alignment as well.

The findings show us that NGELTs' relationship with UDL principles is not at a disadvantageous stage. While there's a foundation of intuitive practices that align with UDL, there's a clear need for more systematic implementation through explicit training and support. The gap between intuitive practice and systematic implementation represents both a challenge and an opportunity for English language teacher education programs. By building on existing intuitive practices with explicit UDL training, programs can bridge this gap and promote grounded inclusive teaching practices.

4.3. Self-reported Practices of English Language Teacher Educators (RQ 1.3)

In this section, details of the findings regarding self-reported practices of English language teacher educators are given. Both qualitative and quantitative results are presented and discussed.

4.3.1. Quantitative Results

In this study, a total of 70 people has agreed to participate. 30 of the participants are Teacher Educators (TE); 20 females, and 10 males. As can be seen in the Table 20, the ELTEs' ages are grouped into seven groups between 24-29 and 60+, with most ELTEs being 30-35. This wide distribution gives us a clue on the years of teaching experience as well as a measure on how

long they have been in the field as a researcher. Both have been compiled and compared to unsurface their potential effect on the data.

Table 20

Age Groups of English Language Teacher Educator Sample

Age group	Number of participants
24-29	1
30-35	12
36-41	2
42-47	4
48-53	4
54-59	4
60+	3
Total	30

The questionnaire consists of 29 items labeled from Item 1 to Item 29. Descriptive statistics were computed for each item to provide a comprehensive overview of the response patterns.

The mean scores for the ELTE group ranged from 3.83 to 4.87, indicating teacher educators generally opted for the higher end of the scale. The median scores were predominantly 5.00, with some items showing medians of 4.00 or 4.50. This suggests a tendency towards high ratings on most items.

Table 21

Descriptive Statistics for All 29 Items for the ELTE Group

Item	<i>M</i>	<i>SD</i>	<i>Mdn</i>	Min	Max	Skewness	Kurtosis
Item 1	4,57	0,68	5	2	5	-2,03	5,67
Item 2	4,07	0,91	4	1	5	-1,33	3,08
Item 3	4,57	0,63	5	3	5	-1,17	0,43
Item 4	4,87	0,35	5	4	5	-2,27	3,39
Item 5	4,37	0,67	4	3	5	-0,59	-0,59
Item 6	4,8	0,41	5	4	5	-1,58	0,53
Item 7	4,63	0,49	5	4	5	-0,58	-1,78

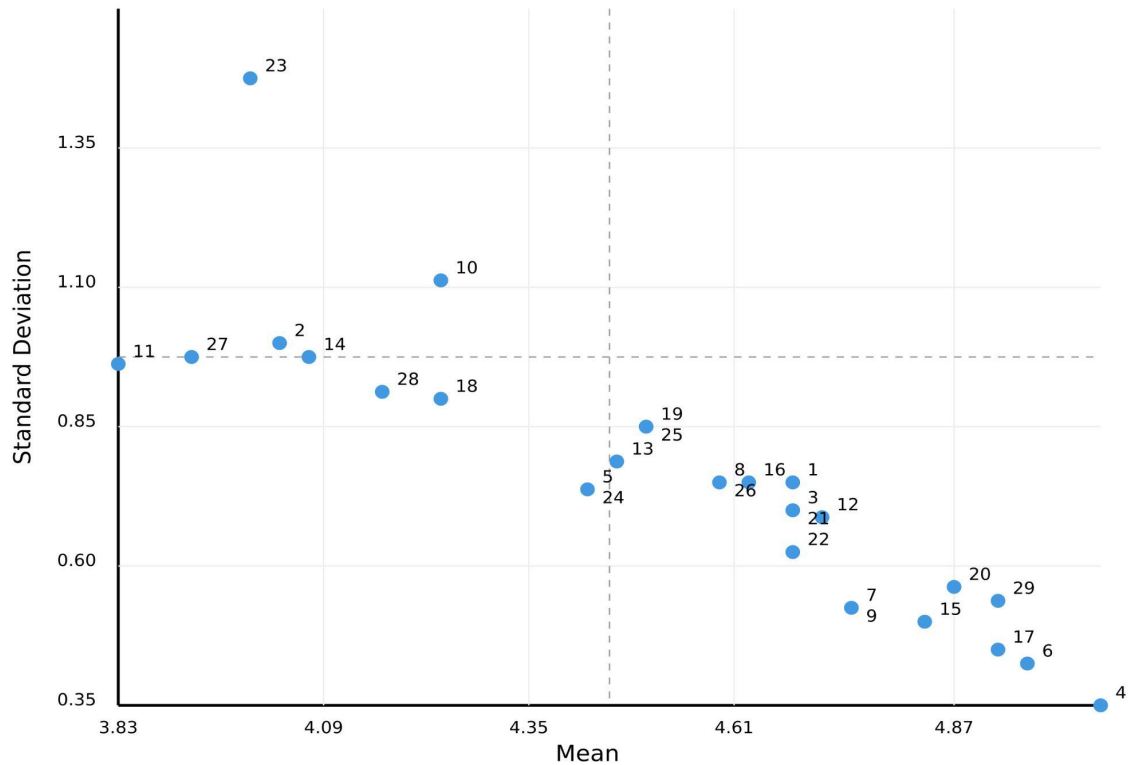
Item 8	4,5	0,68	5	3	5	-1,05	-0,03
Item 9	4,63	0,49	5	4	5	-0,58	-1,78
Item 10	4,23	1,01	4,5	1	5	-1,59	2,72
Item 11	3,83	0,87	4	2	5	-0,32	-0,47
Item 12	4,6	0,62	5	3	5	-1,33	0,83
Item 13	4,4	0,72	4,5	2	5	-1,38	2,73
Item 14	4,1	0,89	4	2	5	-0,53	-0,74
Item 15	4,7	0,47	5	4	5	-0,92	-1,24
Item 16	4,53	0,68	5	3	5	-1,18	0,23
Item 17	4,77	0,43	5	4	5	-1,33	-0,26
Item 18	4,23	0,82	4	2	5	-0,88	0,34
Item 19	4,43	0,77	5	2	5	-1,44	2,06
Item 20	4,73	0,52	5	3	5	-1,87	2,93
Item 21	4,53	0,63	5	3	5	-1,03	0,11
Item 22	4,57	0,57	5	1	5	-0,88	-0,17
Item 23	3,97	1,35	4,5	3	5	-1,19	0,25
Item 24	4,37	0,67	4	3	5	-0,59	-0,59
Item 25	4,43	0,77	5	2	5	-1,44	2,06
Item 26	4,5	0,68	5	3	5	-1,05	-0,03
Item 27	3,9	0,89	4	2	5	-0,44	-0,4
Item 28	4,17	0,83	4	2	5	-0,72	-0,08
Item 29	4,77	0,5	5	3	5	-2,15	4,25

Table 21 shows the descriptives for ELET group for all the items in the UDL questionnaire. The item with the highest mean score was Item 4 ($M = 4.87$, $SD = 0.35$), while the item with the lowest mean score was Item 11 ($M = 3.83$, $SD = 0.87$). The standard deviations ranged from 0.35 to 1.35, indicating varying levels of consensus among respondents across different items.

Skewness values were predominantly negative, ranging from -2.27 (Item 4) to -0.32 (Item 11). This indicates a consistent negative skew across all items, suggesting a tendency for responses to cluster at the higher end of the scale.

Kurtosis values showed considerable variation, ranging from -1.78 (Item 7 and Item 9) to 5.67 (Item 1). This suggests that some items had distributions with heavier tails and more peaked

centers (leptokurtic), while others had flatter distributions (platykurtic) relative to a normal distribution.



Graph 4. Mean vs standard deviation scatterplot for ELTE group

Overall, the descriptive statistics reveal a pattern of high ratings of self-reported practices across all items. The consistently high means (all above $M = 3.83$) and medians (mostly $Mdn = 4.00$ or 5.00), coupled with the negative skewness, suggest that respondents generally rated themselves highly on their practices. However, the varying standard deviations (from $SD = 0.35$ to 1.35) and kurtosis values indicate that some items elicited more diverse responses than others.

Table 22
ELTEs Items with the Greatest Variation in Responses

Item	<i>M</i>	<i>SD</i>	Range
Item 23	3,97	1,35	4
Item 10	4,23	1,01	4
Item 27	3,9	0,98	4
Item 2	4,07	0,91	4
Item 14	4,1	0,89	3

Table 22 highlights the items with the greatest variation in responses within the ELTE group. In the ELTE group, Item 23 shows the highest variability with a standard deviation of 1.35 and a range of 4. This item has a relatively low mean ($M = 3.97$) compared to other items, suggesting it might represent a UDL practice that even experienced teachers implement with varying degrees of consistency.

Items 10 and 27 also show high variability, with standard deviations above 0.95 and maximum ranges of 4. Notably, Item 27 has the lowest mean ($M = 3.90$) among these items, indicating it might be a challenging practice for teachers across experience levels.

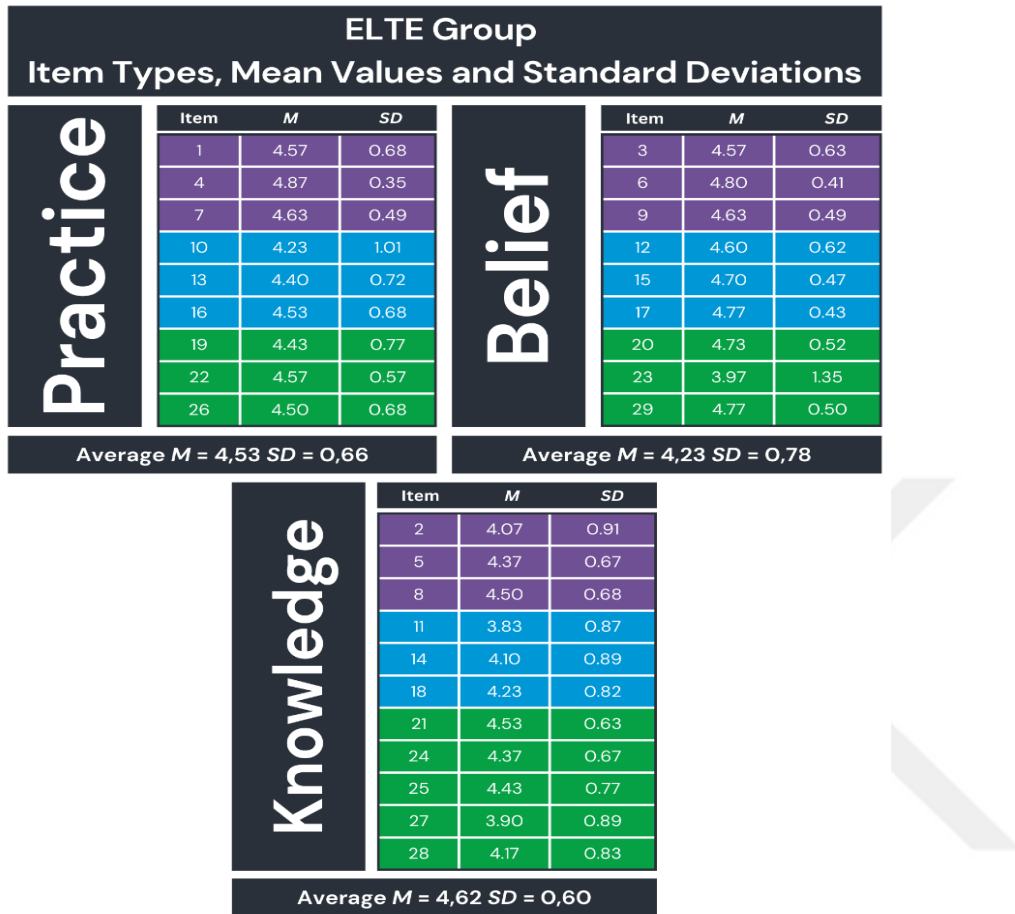


Figure 10. Item types, mean values and standard deviations for ELTE group

Figure 10 shows us the mean and standard deviation values for each item type color coded according to the UDL principles. In the ‘Practice’ item types, Item 4 is the highest rated item while Item 10 is the lowest. These items are about modifying language during instruction and providing alternatives for the physical actions required in a task. For the ‘Knowledge’ item types, Item 21 is the highest rated items while Item 11 is the lowest. The high rated item is about creating engaging and relevant activities while the lowest rated item is knowledge on assistive technologies. Lastly, among the ‘Belief’ type items, Item 6 is the highest and Item 23 is the lowest rated. There are related to and sustaining students interests in learning a language regardless of their differences.

Like the NGELT group, items related to belief have the highest means and have the least variety in answers. Once again, knowledge items have been rated lower and variation in the answers

are greater. This reoccurring pattern possibly signals the presence of fundamentals that are common with the UDL framework but there is a gap in the knowledge that hinders the practices. In contrast to the NGELT group, items related to belief have the greater difference between the highest and lowest values of mean ($M = 0,83$) and standard deviation ($SD = 0,94$). This may be due to the teacher educators' perspectives towards instruction and their teaching styles where some of the fundamental values are not commonly shared.

4.3.2. Reflective Thematic Analysis and Discussion

The interviews have been analyzed using hybrid inductive-deductive approach which allowed the themes to be presented in a similar structure to the Universal Design for Learning principles. Codes have been created and then grouped for the data to be easily manageable.

4.3.2.1. Theme 1: Provide Multiple Means of Representation

From the teacher educator interviews it is possible to see that they pay attention to using a variety of formats and mediums to present information. While their motives for such presentation are not explicitly UDL aligned, they recognize the support it provides.

“Yani sadece kitaptan diyelim ki bir powerpoint hazırlayıp işte birkaç paragraf yazmışsa diyorum ki bu olmaz. Yani sundurtmuyorum bunu. Bunu destekleyecek görsel, işitsel ya da video, film bir şeyler hazırlayıp bul gel. Mesela bir Krashen’i konuşurken diyoruz ki Krashen’in kendi konuşmasını bul gel. Sınıfa direkt kendi ağzından dinleyelim.”

(Translation: “If someone just prepares a PowerPoint from the book with a few paragraphs, I say, ‘This won’t work.’ I don’t let them present it like that. I tell them to find something to support it, whether it’s visuals, audio, or a video, something engaging. For example, when discussing Krashen, I say, ‘Find a video of Krashen himself speaking. Let’s listen to him directly in class.’”

“Takip ettiğim mutlaka bir coursebook ya da farklı kitaplardan oluşturmuş olduğum bir pack oluyor. ...Devamında dediğim gibi bir sunum, bir takip edilebilecek bir görsel oluyor. Dersin doğasına göre eğer izletebileceğim bir video varsa, bununla ilgili başka birisi zaten anlatmışsa video şeklinde, ben bunu izlettirmekten geri durmuyorum.”

(Translation: "I always have a coursebook or a pack that I've put together from different books to follow. As I mentioned, there's usually a presentation and a visual that can be followed. Depending on the nature of the lesson, if there's a relevant video or if someone else has already explained the topic in video form, I don't hesitate to show it.")

"Dolayısıyla da bir sunumum oluyor görsel olarak onların takip edebilmelerini sağlamak amacıyla. Neredeyiz, ne konuşuyoruz? Aslında en azından başlığı nedir görebilsinler diye."

(Translation: "Therefore, I always have a presentation to help them follow along visually. Where are we, what are we discussing? At the very least, I want them to be able to see the title.")

There are also mentions of clarifying terms, providing background knowledge, and utilizing English language teacher candidates' prior learning experiences. There are instances where language support is provided via encouragement of using the language of preference during participation rather than the medium of instruction. Lastly, it is possible to see that some support for information processing is present.

"Örnek 'scaffolding'. Yani sadece bir 'teacher should do scaffolding' gibi bir cümlelerin bir anlamı yok. Çünkü 'scaffolding' ne, öncelikle kavraması gerekiyor. Bunu örneklerle ben açıklıyorum."

(Translation: "For example, 'scaffolding.' A sentence like 'the teacher should do scaffolding' doesn't mean much on its own. First, they need to understand what 'scaffolding' is. I explain this with examples.")

"Herkesin kafasının üstünde bir düşünme balonu vardır. Balonu duyduğun ya da okuduğunda bir resim oluşmuyorsa, anlamıyorsun. Onun için benim verdiğim konulara ilişkin, kendi hayatlarından örnekler verdiriyorum onlara."

(Translation: "Everyone has a thought bubble above their head. If a picture doesn't form when you hear or read that bubble, it means you don't understand. That's why I have them give examples from their own lives related to the topics I present.")

"Yani mesela bir İngilizce öğretmeni Öğretmen adayının işte termodinamik bağlamında bir aktiviteyi anlamıyor. Metni anlamadan da ben dil üzerindeki etkinlikleri yapamıyorum. Dolayısıyla bunu direkt iptal de edebiliyorum. Anlamasını sağlayabilecek alt yapıyı da getirebiliyorum veya kesebiliyorum veya bambaşka bir şey getirip konuyu değiştirebiliyorum."

(Translation: "For example, an English language teacher candidate doesn't understand an activity in the context of thermodynamics. I can't do activities without understanding the text. So I can directly cancel this. I can also bring the infrastructure that will enable understanding, or I can cut it, or I can bring something completely different and change the subject.")

"Hatta yarı İngilizce, yarı Türkçe fark etmez dedim. Yeter ki sen kendini bir şekilde ifade etmeye çalış."

(Translation: "I even said it doesn't matter if it's half English, half Turkish. The important thing is that you try to express yourself in some way.")

"Sonra da diyorum ki, bu dersi işledik 15-20 dakika. Şimdi birbirinize dönerek, kitabı vesaire açmadan bir anlatır mısınız? Aklınızda ne kaldı? Bakalım birbirlerine öğretebilecekler mi? Orada da ne eksik? Aslında bunu keşfedebilmiş oluyoruz."

(Translation: "Then I say, we've covered this lesson for 15-20 minutes. Now, without opening your books or notes, turn to each other and explain what you remember. Let's see if they can teach it to one another. This way, we also discover what's missing.")

The interviews suggest that teacher educators some alignment with the Principle 1. However, lack of an explicit focus on UDL could clearly be seen and this creates an issue when it comes to a full embracement of UDL principles. Teacher educators reflect their attention to providing information in a variety of formats yet its benefits for the engagement play a bigger role in their reasoning. However, it is possible to see an attention given to promoting comprehension using variety of strategies. Though not structured as the principle 1, teacher educators create opportunities for their students to process the information and supply necessary scaffolding to make it efficient.

4.3.2.2. Identified Gaps for Theme 1

Based on interview data, the analysis reveals that while ELTEs employ some strategies that align with this principle, there are also several gaps in their practices. These gaps are grouped as *Presentation and Customization*, *Assistive Technologies*, and *Scaffolding and Information Processing*

Gap 1: Presentation and Customization

In the interviews teacher educators are not flexible towards offering alternatives for presenting information. While some offer alternatives, it appears that this practice is not consistent among

the TEs. There is a lack of options when the primary format of the content is not accessible or effective.

Additionally, opportunities for customization are quite limited. Learners are presented with videos, audio, and text but there are no mentions of available customization options such as speed of the media or text size. This lack of options could also be seen in the material adaptations. While some adjustments are mentioned and presentation includes varied formats, adaptation of materials to be more suitable for learner needs are hardly mentioned.

Gap 2: Assistive Technology

Another gap is the lack of implementation of assistive technologies. While ELTEs show willingness to help learners who require additional support, it is reactive in nature which contrasts with the UDL's proactive approach. With no mentions of text-to-speech software, closed captioning for videos, or screen reading compatibility for digital materials, ELTEs generally rely on assisting students individually or with peer support.

Gap 3: Scaffolding and Information Processing

Teacher educators, in some instances, allocate time to scaffold learners and create opportunities for developing information processing skills. However, it is possible to see that their practices are not systematic and generally inconsistent. As with most practices, these are mostly reflective.

4.3.2.3. Theme 2: Provide Multiple Means of Action and Expression

Teacher educator (TE) interviews reveal diverse methods for participation and self-expression in lessons, including oral presentations and reflection papers. However, this diversity is not widespread. Most teacher educators typically rely on limited methods of engagement during their lessons.

“Yani bu materyali kullanarak Bu konu anlaşıldı mı diye bakabilirim. Gerekiyorsa materyali değiştireyim diye düşünebilirim. Hepsi buna dahil açıkçası yani. Sadece materyal bazında değil, bütün süreç bazında bu şekilde”

(Translation: “So, by using this material, I can evaluate whether the topic has been understood. If necessary, I might consider changing the material. Honestly, it’s all part of the process—not just in terms of materials, but the entire approach is considered in this way”.)

“Mesela Türkiye’de bir şehri tanıtacaklar bana ama sadece görsel ve ses kullanabilirler. Yazı olmayacak PowerPoint’lerde. Bu ne oluyor? Öğrenci farklı teknikler kullanıyor.”

(Translation: “For example, they will introduce a city in Türkiye to me, but they can only use visuals and sound. There will be no text in PowerPoints. What happens? The student uses different techniques.”)

“Bir de ... onlara mutlaka o konuyla ilgili ‘reflection’ yazdırırım. Kontrol eder dönüt veririm.”

(Translation: “Also ... I have them write a ‘reflection’ on that topic. I check it and give feedback.”)

The activities mentioned by the ELTEs offer teacher candidates diverse ways to communicate their ideas and knowledge. However, these practices only align partially with Principle 2. The reason is that ELTEs’ rationale for providing these varied communication options isn’t explicitly framed as offering alternatives to teacher candidates. To fully align with Principle 2, the intent behind these diverse communication methods should be clearly stated as providing alternative means of expression for teacher candidates.

Additionally, there are instances where ELTEs promote the development of executive functions. Practices such as getting feedback from teacher candidates on the course syllabus, having them write reflections and promoting self-regulation with comprehension checks during the lesson.

“Ben onlara bir draft syllabus sunuyorum, onlarla birlikte tekrar gözden geçiyoruz. Başka bir görüş ya da şu da olsun bu da olsun diye belirliyoruz.”

(Translation: “I present them with a draft syllabus, and we review it together. We determine if there are other views or if this or that should be included.”)

“...sonra da diyorum ki, bu dersi işledik 15-20 dakika. Şimdi birbirinize dönerek, kitabı vesaire açmadan bir anlatır mısınız? Aklınızda ne kaldı? Bakalım birbirlerine öğretebilecekler mi? Orada da ne eksik? Aslında bunu keşfedebilmiş oluyoruz.”

(Translation: “Then I say, we’ve covered this lesson for 15-20 minutes. Now, without opening your books or notes, turn to each other and explain what you

remember. Let's see if they can teach it to one another. This way, we discover what's missing and what they didn't fully grasp.")

Overall, the representation of Principle 2 is quite limited. Lack of an explicit focus once again hinders the UDL alignment, and the limited alignment is achieved by ELTEs intuitive practices. Though not widespread, it is possible to see that ELTEs offer varied ways for expressing ideas and knowledge and go as far as to support self-regulation via some classroom practices. A wider adoption of these practices along with an explicit reasoning for doing so would further promote the UDL alignment.

4.3.2.4. Identified Gaps for Theme 2

Amidst the practices that show partial alignment, it is possible to make out certain gaps which prevent a proper alignment with the UDL framework. These gaps have been identified and grouped into two categories: *Variety in Expression and Communication*, and *Support for Executive Function Skills*.

Gap 1: Variety in Expression and Communication

In the interviews, ELTEs offer different opportunities for expression such as presentations, reflections, and projects. While the variation appears to be plentiful, interviews show that these alternatives are not presented on a lesson basis and is spread out throughout the term. Moreover, these appear to be restricted to and dependent on the individual ELTE's teaching style rather than being widely adopted. Apart from PowerPoint and YouTube, there is little mention of technology to enhance expression which signals the limitations created by being limited to certain teaching styles. This limitation is especially concerning the presence of a cognitively diverse classroom where some learners may need alternatives which do not fit in ELTE's teaching style and is not available in their inventory.

Gap 2: Support for Executive Function Skills

In the interviews it is possible to some mentions of practices that serve to develop executive function skills. However, it is also clear that these practices are not widely adopted and are not structured. Development of skills such as self-monitoring, task-monitoring or goal setting are hardly evidenced in the interviews. While reflection tasks and giving feedback are encouraged, more structured support for executive functions is needed.

4.3.2.5. Theme 3: Provide Multiple Means of Engagement

From the interviews it is possible to see the teacher educators' (TE) efforts to engage learners and motivate them. They use a variety of techniques to engage teacher candidates and most importantly their rationale is explicitly framed around these practices' contributions for engagement. Consideration of student needs and preferences and promoting real-world connections are some examples that are widely adopted among TEs.

"Öncelikle ben öğrencileri tanımaya önem veririm. Öncelikle onların beklentileri neler? Hem kişisel özellikleri neler? Öğrenme özellikleri neler? Gözlerinin içine bakarım aslında adeta. Nasıl öğreniyorlar? Neyi nasıl daha çok seviyorlar, beğeniyorlar? Neyi nasıl daha kolay öğreniyorlar?"

(Translation: "First and foremost, I place great importance on getting to know my students. What are their expectations? What are their personal characteristics? What are their learning styles? I almost look into their eyes to see how they learn. What do they enjoy or prefer? What do they find easier to learn, and how do they best learn it?")

"Yani aktif bir 'engagement' olabilmesi için öğrencinin bunu gerçekten istemesi gerekiyor. Bu istemek, sizin öğreteceğiniz dili, ya da herhangi bir konuyu nasıl kullanacak onu anlatmanız gerekiyor. Yani onu hissettirmeniz gerekiyor."

(Translation: "For there to be active engagement, the student genuinely needs to want it. This desire comes from you explaining how they can use the language or topic you're teaching. In other words, you need to make them feel its relevance and importance.")

There are also practices aimed at managing students' learning experiences to create an environment where students are engaged and resilient toward challenges. Varying demands and resources, collaboration, giving feedback, and adjusting challenges play an important role in achieving this; all of which are present in ELTEs practices to some extent. These show us that

ELTEs are aware that, by nature, learners can perceive certain actions differently during instruction, and this difference should be accommodated.

“...öğrencilerin farklı öğrenme stillerinin var olduğunu biliyorum. Dolayısıyla farklı zeka türlerinin olduğu ile ilgili bilgiyi de doğru buluyorum... yarattığım çeşitlilikle evet ben bir visual sağlıyorum, aynı zamanda bir de bununla ilgili açıklama yapıyorum.”

(Translation: "...I understand that students have different learning styles. Therefore, I also find the idea of multiple intelligences to be accurate. By creating variety in my lessons, I provide a visual element, and at the same time, I explain it in a way that complements the visual.")

"Ben genelde öğrenci merkezli ders yapıyorum. Konuları önceden syllabus ile belirliyoruz. Hatta ortak syllabus yapıyoruz."

(Translation: "I generally conduct student-centered lessons. We determine the topics in advance with a syllabus. In fact, we create a shared syllabus together.")

“Özellikle derslerimin bir tanesinde bir makale okuyup gelmelerini istiyorum, okumuyorlar. Sınıfa geldik, dersimin bir 10 dakikasını okumaları için onlara vakit veriyorum. Biliyorum evet dışarıda okumaları gerekiyordu ama yapmadılar. Daha sonra Bunu ben biraz konuyu anlatırken, soru-cevap şeklinde, onlardan anladılar mı, anlamadılar mı, ne söyleyebilirler, bunu öğreniyorum.”

(Translation: "In one of my classes, I specifically ask them to read an article beforehand, but they don't do it. When they come to class, I give them about 10 minutes to read. I know they should have done it outside of class, but they didn't. Later, as I explain the topic a bit, I engage them in a question-and-answer format to see if they understood, what they can say about it, and whether they've grasped the material.")

“Öğrenme hızları, Öğrenme şekilleri ve sorumlulukları değişiyor şimdi. Aynı sınıfta mesela 15 kişi var. Biri sürekli aktif halde, evde de üzerine koyuyor. Biri değil. Bunlara verdiğimiz ‘scaffolding’ seviyeleri farklı. Kimine bilgi olarak ‘scaffolding’ yapmak lazım. Kimine de motivasyon adına ‘scaffolding’ yapmak lazım. Burada benim en çok dikkat ettiğim bu ‘scaffolding’i birbirlerine yapmaları. Yani uzun süreçli bir aktivite vereceğimde en azından bir ‘pair work’ veya ‘group work’ veriyorum. Çünkü birbirlerinden öğrenmeleri çok daha sağlam oluyor.”

(Translation: "Learning speeds, learning styles, and levels of responsibility are changing now. For example, in the same class of 15 students, one is always active, building on what they've learned at home, while another isn't. The levels of ‘scaffolding’ we provide to them are different. For some, scaffolding is needed in terms of information, while for others, it's about motivation. What I focus on most is having them scaffold each other. When I give a long-term activity, I at least include some pair work or group work, because learning from each other is much more effective.")

Lastly, the interviews show that ELTEs provide support for teacher candidates to preserve their motivation and manage their learning. The rationale for this is not explicitly stated to be in line with the UDL framework, yet the intuitive practices of ELTEs demonstrate an established foundation.

"Ben seve seve yardımcı olurum ama bir şartım var bu konularda.Yani bu öğrenci istiyor mu? Hakikaten bunu öğrenmek istiyor mu? Böyle bir niyeti var mı? Öncelikle bunu oturtuyorum. Ardından kendisini bireysel de alabilirim herhangi bir vakit ayırıp yani hiçbir şeyden kaçınmadan materyalden olsun vakitten olsun enerjiden olsun düşünmeden olsun kaçınmadan ben ona seve seve destek veririm yardımcı olurum."

(Translation: "I'd be happy to help, but I have one condition in these matters. Does this student want it? Does the student really want to learn this? Does he have such an intention? First, I establish this. Then, I can take him individually, allocate any time, without avoiding anything—be it material, time, energy, without hesitation, I will gladly support and help him.")

4.3.2.6. Identified Gaps in Theme 3

Based on the reported practices, the importance of learner engagement appears to be widely recognized by the TEs. This shared understanding is reflected in ELTEs' reported practices, where we see a collective effort. However, it is also possible to see certain gaps shared across the ELTE practices. These gaps are grouped into two as: *Variety in Recruiting Interest* and *Developing Self-Regulation and Coping Skills*.

Gap 1: Variety in Recruiting Interest

Capturing learners' interest appears to be one of the areas where the ELTEs sare on the same page. The importance of getting familiar with the learners and making content relevant for them is a commonly shared objective. Moreover, there are mentions of different learner types, such as visual learners, which show that learners' preferences also play a role. However, this approach of differentiation seems to focus more on informal observations and lacks a systematic identification-differentiation to appeal to different types of motivations and interests. This

creates a gap where learners who do not respond to conventional content or teaching styles could have a hard time.

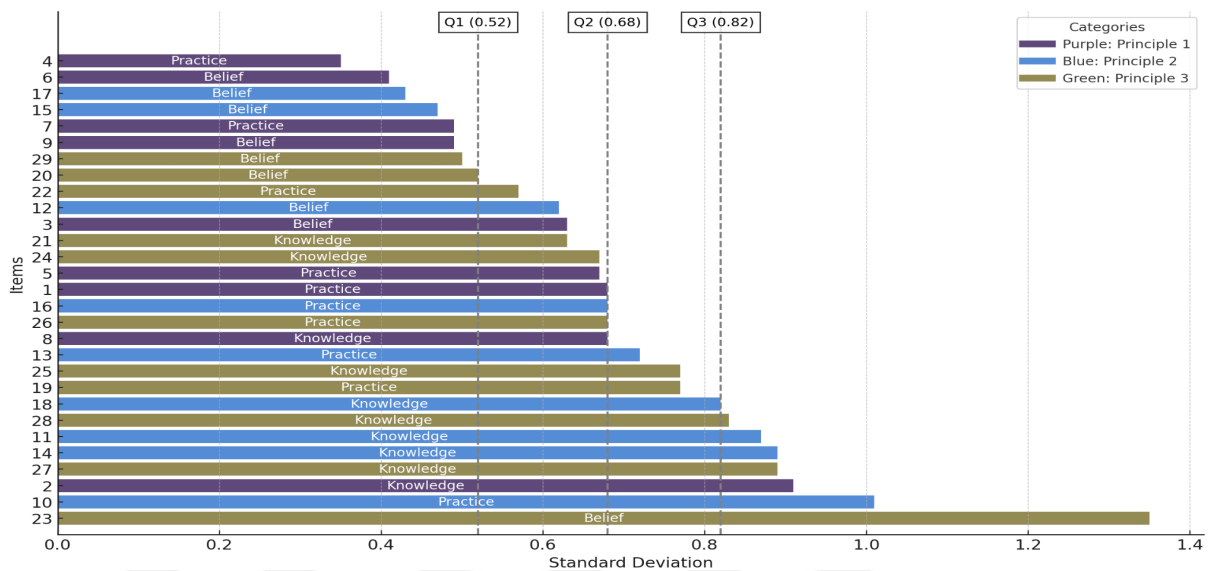
Additionally, sustaining effort is one of the areas where a lack of planned implementation could be seen. While some assistance is offered considering challenges they are far from a proper scaffolding along with incremental challenges and feedback in terms of developing resilience and ensuring persistence.

Gap 2: Developing Self-Regulation and Coping Skills

Like the agreement of tailoring the course for learners' interests, we can see a collective effort on reflection with ELTEs' promoting self-reflection activities. However, as with the recruiting interest, there is an absence of systematic execution of practices that promote self-reflection, self-assessment and goal setting. In addition, the personal support that ELTEs provide when a learner is struggling is reactive in nature and there are no mentions of focusing on coping skills. Lastly, following a similar pattern with the principle 2, these practices are mostly teacher-led which undermines the process of developing self-regulation.

4.3.3. Discussing the Gaps in the Data Sources: English Language Teacher Educators

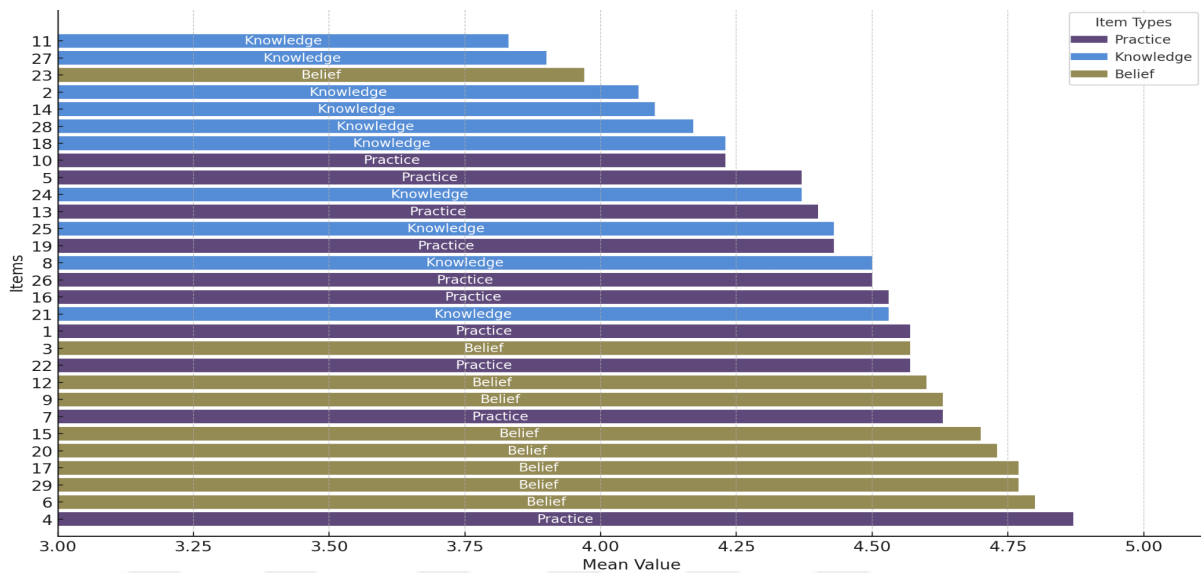
Compiling the data sources, it is possible to see some patterns emerge regarding the teacher educators' practices and the model they create for the teacher candidates. The questionnaire data shows that certain areas of alignment are cross compatible with the interview data.



Graph 5. Standard deviations of items by category and type

Graph 5 shows us the distribution of UDL principles among the quartiles according to their standard deviations. Items with the least variability in answers are grouped below the first quartile and are color coded according to their principles. These items are mostly related to Principle 1 and are equally distributed between Principle 2 and Principle 3. Similar to the NGELT group, intuitive practices are present in these areas, which are related to providing options for perception, comprehension, language, expression and communication, and recruiting interest.

Similarly, the items above the third quartile have greater variability in the answers and are mostly related to Principle 2 and Principle 3. The guidelines for these are providing options for perception, physical action, expression and communication, sustaining effort and persistence, and self-regulation.



Graph 6. Mean values of items by type

Graph 6 shows us the distributions of item types according to their mean values. Similar to the NGELT group we see that items related to beliefs rank high while items related to knowledge rank low. In addition, items related to practice rank between the other categories as it was also seen in the NGELT group.

For Multiple Means of Representation, the high mean scores with notably low standard deviations in practice items related to providing information in different formats (Item 1) and offering alternatives for both visual and audial content (Item 3) indicate a consistent practice among teacher educators, aligning with interview data where they reported regularly using PowerPoint presentations, videos of experts, and audio materials. However, the relatively lower scores with higher variability in knowledge items regarding the use of learners' background knowledge (Item 7) and assistive technologies (Item 11) correspond with the identified gaps in the interviews where teacher educators reported limited utilization of background knowledge and no use of tools such as text-to-speech software or closed captioning. The high belief scores with low variability about the importance of offering alternatives (Item 2) and providing descriptions for visual materials (Item 5) show that teacher educators consistently recognized the importance of multiple representations, though they often implemented this through intuitive practices.

In terms of Multiple Means of Action and Expression, the moderate to high scores with high variability in practice items concerning physical action alternatives (Item 10) and options for expression and communication (Item 13) support the interview data, which shows inconsistent practices where teacher educators offer various assessment methods like oral presentations and reflection papers, though these options are typically spread across the term rather than available per lesson.

The knowledge items related to assistive technologies (Item 11) and alternative mediums of expression (Item 14) show relatively lower scores with high standard deviations, which aligns with the interview findings where teacher educators rely on conventional tools like PowerPoint and YouTube, with limited mentions of other technological alternatives. The high belief scores with relatively low variability regarding material interaction (Item 12) and offering both freedom and scaffolding (Item 15) reflect a consistent recognition of the importance of providing various methods of expression, though the interviews reveal that they often lack structured support for executive functions like self-monitoring and task-monitoring and the options that are presented to the learners are centered around the teacher educators teaching style rather than the learners needs or preferences.

Lastly, regarding Multiple Means of Engagement, the quantitative data shows high practice scores but with some variability in considering learner interests and preferences (Item 19) and creating motivating environments (Item 22) that correspond with teacher educators' reported efforts in getting to know their students' learning preferences and creating real-world connections. The knowledge items about creating engaging activities (Item 21) and differentiating challenges (Item 24) demonstrate moderate scores with consistent responses, which aligns with the interview findings where teacher educators reported using unstructured interactions to identify and differentiate content for different types of motivations and interests. The consistently high belief scores with remarkably low standard deviations about creating safe learning environments (Item 20), with some exceptions in maintaining student interest regardless of differences (Item 23, showing the highest variability) reflect varying levels of confidence in engaging all students despite a shared understanding about engagement's importance, evidenced in interviews.

Comparing the two data sources draws a unique picture of teacher educators UDL aligned practices characterized by strong foundational beliefs but varying levels of practical application and implementation. Although without explicit UDL framework reference, ELTEs demonstrate awareness of diverse learner needs in representation and comprehension, show consideration for varied assessment methods, and employ learner-centered approaches to motivation. These naturally occurring practices create a partially UDL-aligned model for NGELTs.

ELTEs UDL aligned practices could be characterized by strong intuition in certain principles with significant gaps in others. The quantitative data presents high mean scores in providing multiple means of representation and fostering engagement. However, considering the ELTE's slack of UDL familiarity, this implementation possibly stems from pedagogical intuition. The presence of these intuitive practices suggests that certain UDL principles align naturally with experienced educators' teaching instincts, even without formal UDL training. Yet, this intuitive implementation tends to be reactive rather than proactive, lacking the systematic approach that characterizes comprehensive UDL implementation.

Interestingly, ELTEs show high scores in belief-related items with low variability, yet their knowledge and practice scores show greater variation. The interview data particularly highlights this gap, revealing that while ELTEs strongly believe in inclusive practices, their actual implementation often lacks structure and is not consistent. Similarities for this gap of awareness and knowledge/practice are also present in literature. Taneri and Özbek (2023), highlight the partial awareness of the faculty on culturally inclusive education and the limited practices of faculty members. More specific to EFL instructors, Karasaç-Horkel (2023) highlights their awareness to the differences between learners, the need for differentiated instruction but concludes with their practices being limited, signaling a gap. Additionally, Yalçın and Tanrıseven (2012) states that high awareness of student-centered teaching practices with low levels of practical application is present in instructors at the faculty of education.

In ELTEs partially aligned UDL practices it is possible to see areas of strengths and weaknesses. They demonstrate capability in fundamental engagement practices through their attention to student interests, use of varied presentation formats, and creation of supportive learning environments. They show inclination toward providing multiple representations of information and adjusting instruction based on student responses. However, significant areas such as

implementation of assistive technologies and systematic support for executive functions require development. Additionally, ELTEs show awareness of group-level differences rather than individual-level and their approach to individualization tends to rely more on informal observations rather than systematic identification. Moreover, the options that are presented to the learners appear to be spread out within the term and not on a per-lesson basis. A reflection of these strengths and weaknesses could also be seen in the literature. Karasaç-Horkel (2023) reported that instructors differentiated practices are limited and partially implemented, only focusing on factors such as motivation and attitude, low achievers, and grouping of students, reflecting the findings. In addition, Yalçın and Tanrıseven (2012) reports that within faculty of education, student centered education is partially implemented as a result of students' teacher-centered learning habits, deficiencies in readiness, tendency to be spoon-fed the information, crowded classes, limited course hours, and insufficient infrastructure. Taneri and Özbek (2023) further contributes to this area by identifying additional problems such as lack of access to assistive technology and educational materials.

Overall, ELTEs demonstrate a foundation for UDL implementation with their intuitive practices and beliefs. We see some attention given to differentiating instruction via adjusting the course content, participation and assessment methods along with inclusive tendencies where accommodations are made for groups of students and sometimes specific learners are scaffolded. This foundation presents that UDL practices are within their scope of beliefs and by tending the identified gaps along with the challenges, a more grounded implementation of UDL seems within reach.

Lastly, comparing the ELTEs UDL-aligned practices with the NGELTs' it is possible to see that ELTEs provide an observable model. Despite the lack of formal training, we can see some practices by both ELTEs sand NGELTs that fundamentally align with UDL practices. These patterns of intuitive practices generally occur in areas related to representation and engagement.

Judging from both the interviews and the questionnaire, we can see intuitive practices such as providing multiple formats for information presentation, using visual and auditory content, adapting language levels, taking learners input for adjusting course content, creating positive and supportive learning environments, considering student interests and preferences, and adjusting based on learner diversity. Although being partial and limited, these practices align

with what UDL offers and presence in both groups make it possible to say that ELTEs provide a model for NGELTs.

This modelling could also be further observed in the gaps and limitations of UDL alignment. Both groups share similar areas that require development such as limited knowledge of assistive technology, lack of systematic support for executive functions, reactive implementation, group-level customization and differentiation, inconsistent and limited implementation of strategies for engaging students, and limited support for self-regulation. Moreover, any intuitive practice or implementation being unstructured could also be observed in both groups.

The questionnaire provides additional evidence for the presence of a model via the mean scores and standard deviations of items related to practice, belief, and knowledge. In both groups we can see a gap between beliefs and knowledge. Both groups draw a picture where their awareness of inclusive practices is high, but their knowledge is limited. Moreover, both groups demonstrate their practices rank higher than their knowledge.

This analysis suggests the existence of a model from which NGELTs get influenced from. The presence of similarities in both strengths and weaknesses indicate that NGELTs may be adopting both the positive practices and limitations modeled by TEs. Similar behavior could also be seen in the literature where teachers serve as a point of influence or a model. Izadinia (2012) emphasizes that teacher educators shape student teachers' ideas and beliefs about teaching, while Chen and Mensah (2018) argue that educators serve as role models, influencing teacher identity, classroom practices, and attitudes. Flores-Delgado et al. (2020) support this by saying that student teachers adopt behaviors of mentors they perceive as desirable which is also supported by Cuadra-Martinez et al. (2023) showing that teacher educators who are more aware of the real classroom context are preferred as role models due to their contextual relevance which in turn influences their identity development. In Türkiye, Radmard and Soysal (2021) show that pre-service teachers often mirror their own teachers' styles, conceptualizing teaching as knowledge transmission and control, further reinforcing the role of prior teachers in shaping teaching identities.

Consequently, this modeling suggests that improving ELTEs UDL implementation could result in an improvement in NGELTs UDL implementation. Furthermore, the analysis of 2018 English language teaching curriculum suggests that it has a stake in developing student teachers'

intuitive practices that align with UDL. Therefore, a proper and explicit introduction of the UDL framework would not only serve to further contribute to the alignment, but it would also allow teacher educators and student teachers to consciously develop their practices and knowledge to be better in line with their awareness of inclusive education.



CHAPTER V

CONCLUSION

The origin of this study goes back to the researcher's unstructured observation of the pre-service English language teachers during their practicum. Despite increasing classroom diversity due to cultural, individual, and migration-related factors, pre-service English language teachers' practices were insufficient in terms of inclusivity. Consequently, the researcher set out to analyze the current position of pre-service/new graduate English Language Teachers in terms of inclusivity via conducting a gap analysis. Since it is an already established and grounded framework, the researcher decided to utilize Universal Design for Learning as the benchmark for inclusive practices. In light of these considerations, this thesis aimed to analyze the gaps in the implementation of the Universal Design for Learning (UDL) framework in English language teacher education in Türkiye. Since UDL is not officially incorporated into the ELT curriculum, the first phase of the study sought to examine the curriculum's existing alignment with the UDL framework and to explore how English language teacher educators contribute to this alignment. In order to uncover the alignment, CoHE's ELT curriculum has been thematically analyzed; second, a questionnaire has been created to explore the self-reported practices, knowledge, and beliefs of the graduates of 2018 ELTE program (new graduate English language teachers) and English language teacher educators; and finally, the researcher conducted interviews with new graduate English language teachers and English language teacher educators to deepen his understanding of the UDL aligned practices. Through reflective thematic analysis and triangulation of these data sources, the study examined the current alignment of UDL principles within Turkish English language teacher education.

One of the aspects that contribute to NGELT's UDL aligned practices is the 2018 ELT curriculum. The analysis of the curriculum shows us an alignment with both strengths and some critical areas that require improvement. The UDL coverage favors engagement (Principle 3); leaving representation (Principle 1) and expression (Principle 2) relatively behind. Same discrepancy could also be seen with the guideline coverage where especially in Principle 3 self-regulation is has the least amount of courses that include relevant elements. Furthermore,

courses that contribute to the alignment show narrow scopes as almost half of the courses only align with a single guideline within a principle and the course categories show that content knowledge courses play a bigger role in alignment than both pedagogical knowledge, and general culture courses. These findings show us that the 2018 ELT curriculum contributes to the development of UDL aligned practices with critical shortcomings. While areas such as representation and engagement are covered to some extent, more nuanced areas such as developing autonomy and self-regulation skills need improvement. Course contents are limited; there is a discrepancy in contribution of courses according to category and type; and the number of courses with practical components are very limited. All in all, the analysis has uncovered the potential and limits of 2018 ELT curriculum in terms of contributing to NGELT's UDL aligned practices.

The interviews with NGELTs along with the UDL questionnaire allowed the researcher to trace the contributions of the 2018 ELT curriculum in NGELTs practices, beliefs and knowledge. The analysis uncovers a picture of UDL alignment with promising foundations and intuitive practices. While participants demonstrate high awareness of inclusion, their knowledge remains largely theoretical. However, there is a noticeable discrepancy: self-reported practices, which received the highest scores in the questionnaire, suggest a strong engagement with inclusive teaching, whereas interview data reveal that actual practices are often limited and basic. This misalignment indicates both an overestimation of their practical application and a gap between their perceived and actual implementation of inclusive strategies. These findings suggest that the curriculum, with its limited practical components, leads to only a partial theoretical understanding and insufficient practical skills in inclusive education. In the interviews, NGELTs demonstrate intuition towards using visual support, language modifications, and engagement strategies. However, some areas such as proactive lesson planning, individual-level customization, assistive technology, and development of self-regulatory and executive function skills need to be improved. When compared with the curriculum's coverage, these strengths and weaknesses show similarities, further reflecting the curriculum's contributions for the alignment. Additionally, the analysis also uncovered external factors which inhibit further alignment such as resource constraints, limited technology access, and class sizes. Despite these challenges, NGELT's awareness and the presence of intuitive practices provide a foundation for a proper integration of UDL in English language teacher education. This suggests that ELTE

programs have the potential to enhance the intuitive practices to conscious implementations with the help of explicit and systematic training and support.

Another factor that contributes to the NGELT's UDL alignment is the practices of English language teacher educators. The analysis has shown that teacher educators' practices create a model for NGELTs and similarities in strengths and weaknesses are present in both groups' self-reported practice, knowledge and beliefs. ELTE's UDL questionnaire reports high scores in items related to belief, and practice but low scores in knowledge, suggesting a similar picture to NGELTs where awareness is high, but knowledge is limited. Further support for this is given in the interviews. Although rigid and dependent on the individual ELTE's teaching style, they demonstrate strengths in basic engagement practices, varied visual use, and creating supportive learning environments. However, areas such as reactive design, only group-level customization, lack of knowledge in assistive technologies, and lack of self-regulatory and executive function skills development needs improvement. These similarities between the two groups signal the presence of a model for NGELTs.

Following the analysis several implications have emerged. While the presence of inclusive education practices within the curriculum is evident, it is limited in content. As reported in the literature, NGELTs report positive results in terms of their awareness but their knowledge and practices are at a disadvantage. This suggests a change in inclusive education's presence in the curriculum as analysis has shown that explicit focus on inclusion is given via four electives and one compulsory course; and any implementation beyond this relies on the instructors' initiative. In addition to the explicit inclusion courses which focus on specific areas such as attention deficit hyperactivity disorder (ADHD) and learning disability, courses such as *English Language Teaching Coursebook Analysis*, *Course Content Design In English Language Teaching*, *Teaching Principles and Methods*, *Educational Anthropology*, *Language and Society*, and *Sociolinguistics and Language Teaching* include mentions of course material adaptation, and cultural awareness but the focus given on these topics is not clearly defined.

Considering this, a proper integration of a framework such as UDL would provide a baseline for the courses to follow in terms of developing inclusive practices and inclusive thinking. In the literature, is it possible to see positive effects of UDL training on developing pre-service teachers' inclusive thinking (Lambert et al., 2023; Rusconi and Squillaci, 2023), inclusive

planning (Rusconi and Squillaci, 2023; Unluol Unal et al., 2020), and inclusive teaching practices (Lanterman and Applequist, 2018; Rusconi and Squillaci, 2023). Such training could be given integrated with other subjects along with practice components in simulated classrooms and eventually in authentic learning environments would create a more fruitful opportunity for developing inclusive practices and specifically enhance UDL implementation. The possible contributions of UDL integration with real classroom experiences have been suggested by Smith et al. (2019) following their workshops on teacher education and professional development in UDL; by Griful-Freixenet et al. (2021) following their results on growth mindset and UDL; and lastly by Sala-Bars et al. (2022) following their implementation of the UDL framework in student teachers' practicum.

For enhancing the UDL alignment and achieving the proposed positive outcomes, additions to the curriculum must be made. Topics such as developing self-regulation, learner autonomy, executive functions; knowledge on assistive technologies, technology integration, cultural diversity and cultural representation are critically underrepresented in the curriculum and are good candidates. Particularly Principle 3 has the least coverage with 15%, suggesting more significant knowledge additions. Teachers need a comprehensive understanding of brain functions such as working memory, mental flexibility, and self-control in students to support executive function development. Thus, the curriculum could benefit from courses specifically focused on developing students' executive functions, including practical strategies for teaching skills such as organization, time management, and metacognitive skills as these are considered to be predictors of academic achievement (Bryce et al., 2014; Martí et al., 2023; Quílez-Robres et al., 2021; Ramos-Galarza et al., 2019). Additionally, an explicit focus on diversifying assessment and expression to enhance flexibility would enable teachers to move beyond traditional formats in these areas. The current implicit coverage of UDL concepts should be replaced with intentional, systematic instruction that fosters both theoretical understanding and practical implementation skills. Across all three UDL principles, the curriculum should incorporate foundational knowledge about UDL itself. This should include explicit instruction on its theoretical framework, its basis in neuroscience, and its connection to learning variability. Teachers need to understand not just *what* UDL is, but also *why* it matters and *how* to apply it effectively. Once established, this foundation could be integrated across all courses, ensuring explicit connections between content areas and UDL principles.

It is also possible to integrate several instructional models to further assist the shortcomings of English language teacher education in terms of inclusion. Findings from this study indicate that the 2018 ELT curriculum lacks structured differentiation strategies, proactive scaffolding, and engagement-focused teaching approaches. Consequently, newly graduated English language teachers (NGELTs) frequently rely on intuition-based modifications rather than systematic instructional planning as a result of this fragmented and inconsistent focus on inclusive education. Alternative instructional models, such as Response to Intervention (RTI), Self-Determination Theory (SDT), and Social-Emotional Learning (SEL), which offer structured, research-backed approaches to proactive differentiation, motivation, and engagement (CASEL, 2020; Deci & Ryan, 2000; Fuchs & Fuchs, 2006) could address these issues. Integrating these models into ELT teacher education and professional development could provide teachers with the necessary competencies to implement inclusive and effective pedagogies.

A consistent issue identified in this study is that NGELTs often lack proactive differentiation strategies, modifying instruction only after students exhibit learning difficulties. Additionally, differentiation efforts typically target groups rather than individuals, resulting in a one-size-fits-all approach rather than student-centered flexibility. RTI offers a structured, multi-tiered framework that can train teachers to preemptively address learning barriers rather than responding reactively (Fuchs & Fuchs, 2006). RTI consists of three tiers that provides wide areas of support such as flexible teaching strategies that all learners could benefit from to narrow, individual level supports such as individualized interventions for students with concurring challenges. Integrating RTI into ELT teacher education could help NGELTs develop structured approaches to differentiation by providing a proactive (preventive) scaffolding approach that helps teachers anticipate student needs before learning difficulties arise (Brown-Chidsey & Bickford, 2016); stronger emphasis on executive function development, equipping teachers with strategies to support metacognitive skills, self-regulation, and goal-setting (Meltzer et al., 2018). By embedding RTI principles into coursework English language teachers could gain practical experience in assessing, differentiating, and scaffolding learning, strengthening their ability to execute effective teaching practices.

Findings also suggest that NGELTs often rely on extrinsic motivators, such as rewards and competition, rather than fostering intrinsic motivation and learner autonomy. Furthermore, NGELTs report limited use of structured approaches to self-regulation and goal-setting, which

are essential for helping students take ownership of their learning. Self-Determination Theory (SDT) (Ryan & Deci, 2022; Niemiec & Ryan, 2009) offers a research-based framework for improving learner motivation by emphasizing three psychological needs as autonomy which is encouraging instructional strategies that provide students with meaningful choices in their learning process; competence which is training teachers to provide structured feedback and scaffolded challenges that enhance students' confidence in their abilities; and relatedness which is helping teachers foster positive student-teacher relationships, which have been shown to increase engagement and persistence in learning. By implementing SDT principles into teacher education English language teachers can better support learner autonomy, motivation, and engagement.

Lastly findings indicate that the 2018 ELT curriculum does not adequately train teachers in managing the emotional and social dimensions of learning, despite the critical role of classroom relationships and teacher-student interactions in engagement. Considering the gap between the awareness and the implementation of inclusive strategies, NGELTs are likely to struggle with creating emotionally supportive learning environments, which directly affects student motivation and well-being. Social-Emotional Learning (SEL) (CASEL, 2020) offers an evidence-based framework for addressing this gap by providing emotional intelligence and resilience training, enabling them to manage stress, burnout, and classroom challenges (Jennings & Greenberg, 2009); relationship-building strategies that foster inclusive and emotionally supportive classroom environments (Brackett et al., 2019); and SEL-based classroom management techniques, emphasizing collaboration, empathy, and conflict resolution over punitive discipline approaches (Johnson and Johnson., 2004). Embedding SEL into teacher education can empower English language teachers with strategies for sustaining student engagement and fostering positive classroom climates.

While integrating RTI, SDT, and SEL into teacher education is a long-term goal, in-service ELT teachers and teacher educators also require support to enhance their instructional practices. Considering the existing challenges in differentiation, engagement, and learner autonomy, structured ad-hoc professional development programs could provide in-service English language teachers and ELTEs with research-based strategies to implement in their classrooms. Based on the areas where the deficiencies have been identified several interventions could be administered. Firstly, workshops on differentiation and scaffolding (RTI-Based Training) along

with activities for developing lesson plans incorporating RTI could provide training on identifying student learning needs and implementing tiered instructional strategies. Second, training on intrinsic motivation and student autonomy (SDT-Based Training) which includes sessions on designing autonomy-supportive learning environments and dissecting case studies illustrating SDT-based feedback strategies and their impact on student engagement could provide opportunities to turn the already present awareness on these topics into practical implementation. Lastly, training in Social-Emotional Learning (SEL-Based Training) could improve student-teacher relationships by providing practical exercises on creating emotionally supportive classrooms, along with the added benefit of helping educators manage classroom stress and burnout via strategies for teacher well-being and resilience. These short-term professional development initiatives could provide ELT teachers and teacher educators with immediate, actionable tools for improving differentiation, motivation, and engagement in their classrooms.

Lastly, in the literature several areas could be expanded by researchers to gain a broader understanding of Turkish context. While there are studies which analyzed the 2018 ELT curriculum in terms of its content, research on its output is limited. Expansion in this area would not only provide insight into the effectiveness of the curriculum but would also serve as a guide for future endeavors in program design. Moreover, since participants' knowledge was deficient in areas such as use of assistive technology, promoting self-regulation, customizing materials, providing alternate ways for expression, managing expectations, offering targeted assistance to reach learning goals, and ensuring alternatives for physical actions, research could be conducted to gain a better understanding of NGELTs and ELTEs needs. This in turn would allow for planning and implementation of professional development opportunities.

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APPENDICES

Appendix 1. 2018 ELT Curriculum Course List and Translations

Turkish	English	Type	Category
Çeviri	Translation	Compulsory	Content Knowledge
Çocuklara Yabancı Dil Öğretimi 1	Teaching Foreign Languages to Young Learners 1		
Çocuklara Yabancı Dil Öğretimi 2	Teaching Foreign Languages to Young Learners 2		
Dil Edinimi	Language Acquisition		
Dil ve Edebiyat Öğretimi 1	Language and Literature Teaching 1		
Dil ve Edebiyat Öğretimi 2	Language and Literature Teaching 2		
Dilbilimi 1	Linguistics 1		
Dilbilimi 2	Linguistics 2		
Dinleme ve Sesletim 1	Listening and Pronunciation 1		
Dinleme ve Sesletim 2	Listening and Pronunciation 2		
Eleştirel Okuma ve Yazma	Critical Reading and Writing		
İngiliz Edebiyatı 1	English Literature 1		
İngiliz Edebiyatı 2	English Literature 2		
İngilizce Dil Becerilerinin Öğretimi 1	Teaching English Language Skills 1		
İngilizce Dil Becerilerinin Öğretimi 2	Teaching English Language Skills 2		
İngilizce Öğrenme ve Öğretim Yaklaşımları	English Learning and Teaching Approaches		
İngilizce Öğretim Programları	English Teaching Curricula		
İngilizce Öğretiminde Ders İçeriği Geliştirme	Developing Course Content in English Teaching		
İngilizce Öğretiminde Sınav Hazırlama	Test Preparation in English Teaching		
İngilizcenin Yapısı	Structure of English		
Okuma Becerileri 1	Reading Skills 1		
Okuma Becerileri 2	Reading Skills 2		
Sözlü İletişim Becerileri 1	Oral Communication Skills 1		
Sözlü İletişim Becerileri 2	Oral Communication Skills 2		
Yazma Becerileri 1	Writing Skills 1		
Yazma Becerileri 2	Writing Skills 2		
Dil ve Toplum	Language and Society	Elective	
Dünya İngilizceleri ve Kültür	World Englishes and Culture		
Edimbilimi ve Dil Öğretimi	Pragmatics and Language Teaching		
İngilizce Ders Kitabı İncelemesi	English Textbook Analysis		
İngilizce Öğretiminde Drama	Drama in English Teaching		
İngilizce Öğretiminde Materyal Tasarımı	Material Design in English Teaching		
İngilizce Öğretiminde Yeni Yaklaşımlar	New Approaches in English Teaching		
İngilizce Sözcük Bilgisi Öğretimi	Teaching English Vocabulary		
Kitle İletişiminde İngilizce	English in Mass Communication		
Sınıf İçi Öğrenmelerin Değerlendirilmesi	Assessment of Classroom Learning		
Sosyodilbilim ve Dil Öğretimi	Sociolinguistics and Language Teaching		
Söylem Çözümlemesi ve Dil Öğretimi	Discourse Analysis and Language Teaching		
Tümleşik Dil Becerilerinin Öğretimi	Teaching Integrated Language Skills		

Turkish	English	Type	Category
Atatürk İlkeleri ve İnkılap Tarihi 1	Atatürk's Principles and History of Revolution 1	Compulsory	General Culture
Atatürk İlkeleri ve İnkılap Tarihi 2	Atatürk's Principles and History of Revolution 2		
Bilişim Teknolojileri	Information Technologies		
Topluma Hizmet Uygulamaları	Community Service Practices		
Türk Dili 1	Turkish Language 1		
Türk Dili 2	Turkish Language 2		
Yabancı Dil 1	Foreign Language 1	Elective	
Yabancı Dil 2	Foreign Language 2		
Bağımlılık ve Bağımlılıkla Mücadele	Addiction and Addiction Prevention		
Beslenme ve Sağlık	Nutrition and Health		
Bilim Tarihi ve Felsefesi	History and Philosophy of Science		
Bilim ve Araştırma Etiği	Science and Research Ethics		
Ekonomi ve Girişimcilik	Economics and Entrepreneurship		
Geleneksel Türk El Sanatları	Traditional Turkish Handicrafts		
İnsan Hakları ve Demokrasi Eğitimi	Human Rights and Democracy Education		
İnsan İlişkileri ve İletişim	Human Relations and Communication		
Kariyer Planlama ve Geliştirme	Career Planning and Development		
Kültür ve Dil	Culture and Language		
Medya Okuryazarlığı	Media Literacy		
Mesleki İngilizce	Professional English		
Sanat ve Estetik	Art and Aesthetics		
Türk Halk Oyunları	Turkish Folk Dances		
Türk İşaret Dili	Turkish Sign Language		
Türk Kültür Coğrafyası	Turkish Cultural Geography		
Türk Musikisi	Turkish Music		
Türk Sanatı Tarihi	History of Turkish Art		

Turkish	English	Type	Category
Eğitim Felsefesi	Educational Philosophy	Compulsory	Pedagogical Knowledge
Eğitim Psikolojisi	Educational Psychology		
Eğitim Sosyolojisi	Educational Sociology		
Eğitimde Ahlâk ve Etik	Ethics in Education		
Eğitimde Araştırma Yöntemleri	Research Methods in Education		
Eğitimde Ölçme ve Değerlendirme	Assessment and Evaluation in Education		
Eğitime Giriş	Introduction to Education		
Okullarda Rehberlik	School Counseling		
Öğretim İlke ve Yöntemleri	Teaching Principles and Methods		
Öğretim Teknolojileri	Instructional Technologies		
Öğretmenlik Uygulaması 1	Teaching Practice 1		
Öğretmenlik Uygulaması 2	Teaching Practice 2		
Özel Eğitim ve Kaynaştırma	Special Education and Inclusion	Elective	
Sınıf Yönetimi	Classroom Management		
Türk Eğitim Sistemi ve Okul Yönetimi	Turkish Education System and School Management		
Türk Eğitim Tarihi	History of Turkish Education		
Açık ve Uzaktan Öğrenme	Open and Distance Learning		
Çocuk Psikolojisi	Child Psychology		
Dikkat Eksikliği ve Hiperaktivite Bozukluğu	Attention Deficit and Hyperactivity Disorder		
Eğitim Antropolojisi	Educational Anthropology		
Eğitim Hukuku	Education Law		
Eğitim Tarihi	History of Education		
Eğitimde Drama	Drama in Education		
Eğitimde Program Dışı Etkinlikler	Extracurricular Activities in Education		
Eğitimde Program Geliştirme	Curriculum Development in Education		
Eğitimde Proje Hazırlama	Project Development in Education		
Eleştirel ve Analitik Düşünme	Critical and Analytical Thinking		
Hastanede Yatan Çocukların Eğitimi	Education of Hospitalized Children		
Kapsayıcı Eğitim	Inclusive Education		
Karakter ve Değer Eğitimi	Character and Values Education		
Karşılaştırmalı Eğitim	Comparative Education		
Mikro Öğretim	Micro Teaching		
Müze Eğitimi	Museum Education		
Okul Dışı Öğrenme Ortamları	Out-of-School Learning Environments		
Öğrenme Güçlüğü	Learning Difficulties		
Öğretimi Bireyselleştirme ve Uyarlama	Individualizing and Adapting Instruction		
Sürdürülebilir Kalkınma ve Eğitim	Sustainable Development and Education		
Yetişkin Eğitimi ve Hayat Boyu Öğrenme	Adult Education and Lifelong Learning		

Appendix 2. UDL Questionnaire Items and Translations

Item no	Items	Guideline	Principle
1	I provide key information in my course content in different formats (visual and audial) during my lessons. Derslerimde ders içeriğindeki kritik bilgileri farklı formatlarda (görsel ve işitsel) sunuyorum.	Guideline 1: Provide options for perception	PART 1: Multiple Ways of Representation
2	My knowledge of tools that provide learners opportunities to make changes in classroom materials (layout, color, font size and type, text to speech) according to their needs during the lesson is satisfactory. Öğrencilerin ihtiyaçlarına göre ders materyallerinde değişiklik yapma (düzen, renk, yazı tipi ve boyutu, text-to-speech) fırsatı veren araçlar hakkındaki bilgim yeterli düzeydedir.		
3	I find it important to offer alternatives for both visual and audial content in order to make information more accessible for learners. Öğrenciler için bilgiyi daha erişilebilir kılmak amacıyla hem görsel hem de işitsel içerik için alternatifler sunmayı önemli buluyorum.		
4	I modify the language I use in the classroom when I find it necessary. Gerekli gördüğümde sınıfta kullandığım dilde değişiklikler (basitleştirme, başka kelimelerle ifade etme vb.) yapıyorum.	Guideline 2: Provide options for language and symbols	
5	I provide descriptions for the visual materials (pictures, illustrations, etc.) that I use in the classroom. Derslerimde kullandığım materyallerdeki görsel öğelerin (resim (resim, fotoğraf, grafik vb.) açıklama veya betimlemelerini eklerim.		
6	I find it important to make the lesson content easy to follow and manageable for the students. Ders içeriğinin öğrenciler tarafından kolay takip edilebilir ve başa çıkılabilir (manageable) olmasını önemli buluyorum		
7	I use learners' background knowledge and/or experiences to enrich my lessons. Derslerimi zenginleştirmek için öğrencilerimin geçmiş bilgilerini ve/veya deneyimlerini kullanıyorum.	Guideline 3: Provide options for comprehension	
8	My knowledge of ways to create lessons where learners intake the information and turn it into practical knowledge is satisfactory. Öğrencilerin bilgiyi aldıkları (intake) ve pratik bilgiye dönüştürdükleri dersler oluşturma yöntemleri hakkındaki bilgim yeterli düzeydedir.		
9	I find it important to make students aware of strategies and skills for information processing that are in line with their needs and differences. Öğrencileri, ihtiyaçları ve farklılıklarına uygun bilgi işleme stratejileri ve becerileri konusunda bilinçlendirmeyi önemli buluyorum.		

Item no	Items	Guideline	Principle
10	I provide alternatives for physical actions for participation in tasks (Using a mouse and keyboard, touching the smartboard, standing up and walking, etc.) according to the physical and mental differences of learners. Öğrencilerin fiziksel ve zihinsel farklılıklarına göre aktivitelere katılmaları için fiziksel eylemlere (Fare ve klavye kullanma, akıllı tahtaya dokunma, ayağa kalkma ve yürüme vb.) alternatifler sunarım.	Guideline 4: Provide options for physical action	PART 2: Multiple Ways of Action and Expression
11	My knowledge of assistive technologies for students who are having difficulties interacting with lesson materials is enough. Ders materyalleriyle etkileşim kurmakta güçlük çeken öğrenciler için yardımcı teknolojiler konusundaki bilgim yeterli düzeydedir.		
12	I find it important for all learners to be able to interact with lesson materials. Bütün öğrencilerin ders materyalleri ile etkileşime geçebilmesini önemli buluyorum.		
13	I give different options for expression and medium of communication in tasks depending on the needs and differences between learners. Öğrenciler arasındaki farkları dikkate alarak aktivitelere iletişim yöntemi ve ifade biçiminde farklı seçenekler sunarım.	Guideline 5: Provide options for expression and communication	
14	My knowledge of ways to offer learners alternative mediums for expressing their knowledge, ideas, and concepts during the lesson is satisfactory. Öğrencilerin ders sırasında bilgilerini, fikirlerini ve kavramlarını dile getirmeleri için alternatif iletişim ortamları (yazılı, sözlü, çizim vb.) hakkında bilgim yeterli düzeydedir.		
15	I find it important to offer learners both freedom and scaffolding in an activity to assist a wide range of students. Geniş bir öğrenci kitlesine destek olmak için bir aktivitede hem özgürlük hem de öğrenim desteği (scaffolding) sunulmasını önemli buluyorum.		
16	I assist learners in setting long-term language learning goals which are achievable. Ulaşılabilir ve uzun vadeli dil öğrenme hedefleri belirlemede, öğrencilerime yardımcı oluyorum.	Guideline 6: Provide options for executive functions	
17	I find it important for learners and teachers to work together to set achievable goals for language learning. Dil öğrenimi için ulaşılabilir hedeflerin belirlenmesinde öğrencilerin ve öğretmenlerin birlikte çalışmasını önemli buluyorum.		
18	My knowledge of strategies for assisting learners in achieving their goals is enough. Öğrencilerin hedeflerine ulaşmalarında destek olacak stratejiler hakkında bilgim yeterli düzeydedir.		

Item no	Items	Guideline	Principle
19	I pay attention to the learners' interests and preferences while planning lessons. Ders planlaması yaparken öğrencilerin ilgi alanlarını ve tercihlerini dikkate alırım.	Guideline 7: Provide options for recruiting interest	PART 3: Multiple Ways of Engagement
20	I find it important to set a classroom climate in which students feel safe and comfortable. Öğrencilerin kendilerini güvende ve rahat hissettiği bir sınıf iklimi oluşturmayı önemli buluyorum.		
21	My knowledge of strategies to create engaging activities that are relevant for learners is enough. Öğrencilerle alakalı ve ilgi çekici aktiviteler hazırlama stratejileri hakkında bilgim yeterli düzeydedir.		
22	I pay attention to creating a classroom environment where learners can get extrinsic motivation and sustain it throughout their language-learning journey. Öğrencilerin dışsal motivasyon aldıkları ve bunu dil öğrenme serüvenleri boyunca sürdürebilecekleri bir sınıf ortamı oluşturmaya dikkat ediyorum.	Guideline 8: Provide options for sustaining effort and persistence	
23	I find it important to keep students interested in learning a language regardless of their differences. Öğrencilerin farklılıklarına bakmaksızın dil öğrenmeye ilgi duymalarını sağlamayı önemli buluyorum.		
24	My knowledge of ways to differentiate challenges in lesson activities according to the learners' capabilities is enough. Ders aktivitelerinin zorluklarını öğrencilerin yeterliliklerine göre farklılaştırma hakkındaki bilgim yeterli düzeydedir.		
25	My knowledge of giving process-oriented feedback rather than product-oriented feedback that promotes self-regulation and sustainability of motivation is enough. Öz düzenlemeyi ve motivasyonun sürdürülebilirliğini sağlayan, ürün odaklı değil süreç odaklı geri bildirim verme konusundaki bilgim yeterli düzeydedir.		
26	I pay attention to creating opportunities for learners to develop intrinsic motivation for them to cope with hardships they may encounter during language learning. Öğrencilerin dil öğrenimi sırasında karşılaşma ihtimalleri olan zorluklarla başa çıkabilmeleri için içsel motivasyon geliştirmeye yönelik fırsatlar yaratmaya dikkat ediyorum.	Guideline 9: Provide options for self-regulation	
27	My knowledge of promoting learners' self-regulation strategies is enough. Öğrencilerin öz-düzenleme stratejilerini geliştirme konusundaki bilgim yeterli düzeydedir.		
28	My knowledge of ways to manage learners' expectations of language learning to promote motivation is enough. Motivasyon arttırmak için öğrencilerin dil öğrenme beklentilerini yönetme yolları hakkındaki bilgim yeterli düzeydedir.		
29	I find it important for learners to be able to regulate their own learning experiences and learning environments. Öğrencilerin kendi öğrenme deneyimlerini ve öğrenme ortamlarını kontrol edebilmelerini önemli buluyorum		

Appendix 3. Ethical Permission from Sakarya University



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu



Sayı : E-61923333-050.99-244881
Konu : 19/26 Kerem Can ALPAY

11.05.2023

Sayın Kerem Can ALPAY

İlgi : 05.05.2023 tarihli ve E--000-0 sayılı yazınız.

Üniversitemiz Eğitim Araştırmaları ve Yayın Etik Kurulu'nun 10.05.2023 tarihli ve 19 sayılı toplantısında alınan "26" nolu karar ile Arş. Gör. Kerem Can ALPAY'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 :BSLKETTJAU Pin Kodu :84403

Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5783&eD=BSLKETTJAU&eS=244881>

Adres:Esentepe Kampüsü 54187 Serdivan SAKARYA / KEP Adresi:
sakaryauniversitesi@hs01.kep.tr
Telefon No:0264 295 50 00 Faks No:0264 295 50 31
e-Posta:ozelkalem@sakarya.edu.tr Elektronik Ağ:www.sakarya.edu.tr

Bilgi için: Hanife Babacan
Unvanı: Birim Evrak Sorumlusu



Appendix 4. Expert Opinion Mails

YL **Uzman görüşü** (Universal Design for Learning) Gelen Kutusu x

 **KEREM CAN ALPAY** 2 May 2023 Sal 15:40 ☆ ↶ ⋮

Merhana sayın hocam,

Ben Yabancı Diller Eğitimi Bölümü araştırma görevlisi Kerem Can Alpay. Yüksek lisans eğitimimin tez aşamasındayım ve veri toplama araçlarımı kendim geliştiriyorum. Bu süreçte desteğinize ihtiyacım var.

Yazmakta olduğum tezi bir ihtiyaç analizi olarak planladım. Ana veri toplama aracımla bir anket ve İngilizce öğretmen adaylarının ve öğretmen yetiştiricilerin ders planlama alışkanlıkları ile Universal Design for Learning (Öğrenme için Evrensel Tasarım) prensipleri arasındaki uyuma bakarak geliştirilmesi gereken noktaları ortaya çıkarmayı hedefliyorum.

Topladığım ana verilere ek olarak bireysel görüşmeler de yapacağım ve bu görüşmeler için de yanı yapılandırılmış görüşme protokolü hazırladım.

Hazırladığım sorular Öğrenme için Evrensel Tasarım prensiplerinin anlatıldığı, CAST tarafından hazırlanan "Universal Design for Learning Guideline" dokümanı doğrultusunda yazıldı.

Tezim hakkında ek bilgilere ve sorulara aşağıdaki dosyadan ulaşabilirsiniz. Eğer sizin için daha kolay olursa çevirim içi dosya bağlantısını da ekliyorum. Bilgileriniz ve görüşleriniz benim için çok değerli. Vakit ayırdığınız için şimdiden teşekkür ederim.

Uzman görüş formu Google Docs linki:
<https://docs.google.com/document/d/1VGukFdrNHViydXRkSzKHpN1zECtsuU6/edit?usp=sharing&ouid=111125143928527430361&tpof=true&sd=true>

2 ek - Gmail tarafından tarandı 🔍

 Alici ben 2 May 2023 Sal 22:51 ☆ ↶ ⋮

Sevgili Kerem Can,

Eklediğin link üzerinden görüşlerimi yazdım.

İmza özellikle etik kurul için gerekliyse dokümanın pdf halini bana yollarsan sana imzalayarak dönerim.

Kolaylıklar dilerim.



 Alici ben 3 May 2023 Çar 12:40 ☆ ↶ ⋮

Kolay gelsin.

KEREM CAN ALPAY 2 May 2023 Sal, 09:12 tarihinde şunu yazdı:

Merhaba hocam, **Uzman görüş** formu ekledim. Eğer sizin için daha kolay olursa çevirim içi doldurabileceğiniz linki de ekliyorum:

https://docs.google.com/document/d/1vL7JXH1ZqQav7hdyTYdS8kl_zE87/edit?usp=sharing&ouid=111125143928527430361&tpof=true&sd=true



Bir ek - Gmail tarafından tarandı 🔍



Appendix 5. Semi-Structured Interview Items

Semi-Structured Interview Items	
Turkish	English
1) Size göre kapsayıcı sınıfın tanımı nedir?	1) How would you define an inclusive classroom?
Tüm öğrenciler için olumlu ve kapsayıcı bir sınıf yaratmanıza yardımcı olan belirli stratejiler veya teknikler var mı?	Are there specific strategies or techniques that help you create a positive and inclusive classroom for all students?
2) Öğrencilerinizi derslerinize aktif olarak katılmaya motive etmek ve teşvik etmek için hangi stratejileri kullanıyorsunuz?	2) What strategies do you use to motivate and encourage your students to actively participate in your lessons?
3) Derslerinizde ne tür materyaller ve kaynaklar kullanıyorsunuz? (Şansınız olsaydı ne tür materyaller kullanırdınız?)	3) What types of materials and resources do you use in your lessons? (What types of materials would you use if you had the chance?)
Genellikle materyal geliştiriyor musunuz yoksa hazır materyaller mi kullanıyorsunuz?	Do you usually develop materials or use ready-made materials?
Eğer geliştiriyorsa: Materyal geliştirirken ne tür faktörleri göz önünde bulunduruyorsunuz?	If developing: What factors do you consider when developing materials?
Eğer hazır malzeme kullanıyorsa: Ne tür materyal adaptasyon teknikleri uyguluyorsunuz?	If using ready-made materials: What types of material adaptation techniques do you apply?
Sınıfınızdaki tüm öğrencilerin yetenek ve ihtiyaçlarından bağımsız olarak materyal ve kaynaklardan yararlanmalarını sağlamak için attığınız adımlar var mı?	Are there steps you take to ensure all students in your class can benefit from materials and resources regardless of their abilities and needs?
4) Etkinlik gereklilikleri (Task Demand) ve etkinlik desteği (Task Support) arasındaki dengeyi nasıl yönetiyorsunuz?	4) How do you manage the balance between task demands and task support?
Sınıfınızdaki bir öğrencinin, belirli bir görev veya kavramla ilgili zorlandığı bir olay yaşadınız mı?	Have you experienced an incident where a student in your class struggled with a particular task or concept?
Öğrenciye nasıl yardımcı oldunuz?	How did you help the student?
5) Yönergelerinizin sınıf içerisinde anlaşılıp anlaşılmadığını kontrol ediyor musunuz? Sınıflar arasında yönergelerin anlaşılmasına yönelik bir değişiklik oluyor mu?	5) Do you check if your instructions are understood in the classroom? Is there any variation in how instructions are understood between different classes?
6) Ders sonrasında, işlediğiniz dersin verimliliğini (sınıftaki tüm öğrencilerin ihtiyaçlarını karşılaması bakımından) değerlendirmek için nasıl bir yol izliyorsunuz?	6) After the lesson, what approach do you take to evaluate the effectiveness of your lesson (in terms of meeting the needs of all students in the class)?
Materyalleriniz ile ilgili hangi adımları atıyorsunuz?	What steps do you take regarding your materials?
Bilgi aktarımınız ile ilgili hangi adımları atıyorsunuz?	What steps do you take regarding your knowledge transfer?
7) UDL (Öğrenmede Evrensel Tasarım) terimine ne ölçüde aşinasınız?	7) How familiar are you with the term UDL (Universal Design for Learning)?
Eğer aşınaysa: UDL'igerekli buluyor musunuz?	Do you find UDL necessary?
8) Çeşitli öğrencilere yönelik öğretim uygulamalarınızı geliştirmek için katıldığınız herhangi bir mesleki gelişim fırsatını tanımlayabilir misiniz?	8) Can you identify any professional development opportunities you've participated in to improve your teaching practices for diverse students?
Sizi buna katılmaya yönlendiren neydi?	What motivated you to participate in this?
Bu fırsatlar öğretme tarzınızı nasıl etkiledi?	How did these opportunities affect your teaching style?

Appendix 6. Intercoder Mails

17 Şub Pat 12:03 (3 gün önce)

Merhaba Hocam,

Kodlamayı tamamladım. Tahmin ettiğimden çok daha zorlayıcıydı, bu da arkasında büyük bir emek olduğunu gösteriyor, emeklerinize sağlık.

Dediğim gibi biraz zorlandım açıklası ve doğrusunu söylemek gerekirse sizin istediğiniz gibi oldu mu ondan bile emin değilim :) Umuyorum uygun bir analiz yapmışımdır da kullanabilirsiniz :) İki genel kültür dersinde hiç kodlama yapamadım, bilmiyorum bu normal mi? Eğer değilse üzerinde biraz daha çalışırım, zorlama kod çıkarmak istemedim açıklası.

Siz bir inceleyin Hocam, yapmam gereken bir şeyler daha varsa ya da komple hatalıysa ve baştan yapmam gerekiyorsa lütfen haber verin :)

Kolaylıklar dilerim,

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örnek ders listesi...

Analiz Gelen Kutusu x

Türkçe diline çevir

Bir ek - Gmail tarafından tarandı

örnek ders listesi...