Students with Special Needs in Teaching Turkish as a Foreign Language: Affective and Instructional Challenges

Türkçenin Yabancı Dil Olarak Öğretiminde Özel Gereksinimli Öğrenciler: Duyuşsal ve Öğretimsel Zorluklar

Emrah BOYLU

Doç. Dr. ◆ Bartın Üniversitesi, Türkçe ve Sosyal Bilimler Eğitimi ◆ emrahboylu1@gmail.com ◆
ORCID: 0000-0001-9529-7369

Üzeyir SÜĞÜMLÜ

Doç. Dr. ◆ Ordu Üniversitesi, Türkçe ve Sosyal Bilimler Eğitimi ◆u.sugumlu@gmail.com ◆ ORCID:
0000-0003-2135-5399

Abstract

Individuals with special needs, despite being active participants in social life, are often marginalized in the second or foreign language learning process. This study addresses this gap by examining teachers' experiences instructing learners with special needs in Turkish as a foreign language. These experiences are essential for developing an inclusive foreign language teaching process and serve as an effective roadmap for identifying the educational needs of individuals with special needs and the necessary interventions. This qualitative study employs a phenomenological research design and involves ten teachers selected through criterion sampling. These teachers share the common characteristics of working with students with special needs learning Turkish as a foreign language. In the study, teacher experiences were analyzed across six themes: diagnosis of students with special needs, emotional states of students with special needs, obstacles encountered by instructors during the teaching process, classroom environment and peer relations, obstacles faced by students with special needs during instruction, and instructor suggestions. The findings reveal that the teachers were eager to develop professionally, highly motivated to teach, sensitive to differences, and possessed diverse skill sets. However, they faced significant challenges, including difficulties in diagnosing students with invisible disabilities, managing classrooms, sourcing or creating appropriate materials, planning specialized instruction for various disabilities, and conducting effective assessments and evaluations. Besides, these teachers reported insufficient academic and administrative support to help them to address these challenges.

Keywords: Inclusive education, Individuals with special needs, Teaching Turkish as a foreign language, Disabilities

Özet

Özel gereksinimli bireyler, toplumsal yaşamın aktif katılımcıları olmalarına karşın ikinci/yabancı dil öğrenme sürecinde sesleri duyulmayan gruplardan birisidir. Bu nedenle çalışmada, özel gereksinimli bireylere yabancı dil (Türkçe) öğreten öğreticilerin deneyimlerine odaklanılmıştır. Çünkü kapsayıcı bir yabancı dil öğretimi sürecinin yapılandırılmasında önemli bir aktör olan öğretici deneyimleri, özel gereksinimli bireylerin eğitim ihtiyaçlarının tespiti ve yapılacak müdahale için etkili bir yol haritası sunar. Fenomenolojik desen ile yürütülen bu nitel çalışma, ölçüt örnekleme tekniği kullanılarak seçilen on öğreticiyle gerçekleştirilmiştir. Bu öğreticilerin ortak özelliği, sınıfında yabancı dil olarak Türkçe öğrenen özel gereksinimli öğrencilerle çalışmalarıdır. Araştırmada öğretici deneyimleri; özel gereksinimli öğrencileri tanılama, özel gereksinimli öğrencilerin duygusal durumları, öğreticilerin öğretim sürecinde karşılaştığı engeller, sınıf ortamı ve akran ilişkileri, özel gereksinimli öğrencilerin öğretim sürecinde karşılaştığı engeller ve öğretici önerileri olmak üzere altı temada incelenmiştir. Bulgulardan hareketle deneyimlerine başvurulan öğreticilerin özel gereksinimli bireylere yabancı dil öğretiminde mesleki açıdan gelişmeye istekli, öğretme konusunda büyük bir motivasyona

sahip, farklılıklara duyarlı ve çok yönlü profile sahip oldukları tespit edilmiştir. Buna karşın başta görünmez engelliler olan özel gereksinimli öğrenciyi tanılayabilme, sınıf yönetimi, engel türüne göre materyal bulma veya hazırlama, engel türüne yönelik özel öğretimi planlama, ölçme değerlendirme gibi birçok konuda da zorluk yaşadıkları ve bu zorlukları aşmak için hem akademik açıdan hem yönetimden yeterli desteğin alınamadığı sonucuna ulaşılmıştır.

1. Introduction

Societies comprise individuals with diverse physical, cognitive, and affective characteristics (Yavuzkurt, 2024). These individual differences necessitate special interventions in daily life and some individuals' education (Eldeniz Çetin, 2017; UNICEF, 2018). Contemporary educational discourse has shifted from merely facilitating access to education to enhancing learning experiences' quality (Morina & Biagiotti, 2022). Due to their varying learning speeds and styles, individuals with unique characteristics often require more time and repetition than their peers, especially in educational processes. Such individuals can be categorized as having special needs. Kırcaali İftar (1998) and Ataman (2005) report that this classification includes intellectual and learning disabilities, communication disorders, behavioral challenges, giftedness, hearing, visual and orthopedic impairments, chronic illnesses, autism spectrum disorder, and multiple disabilities.

Depending on their disabilities, some individuals with special needs may not fully benefit from the education and training process, while others may benefit similarly to individuals without special needs (Yaralı, 2015). Students with special needs represent one of the largest minority groups in student diversity (Römhild & Hollederer, 2024). This is particularly evident in universities, where the number of students with special needs has been increasing due to the increasing importance of higher education and the recognition of access to higher education as an international right. Higher education institutions are legally mandated to make reasonable adjustments to ensure that students with special needs are not placed at a systemic disadvantage compared to their peers. Römhild and Hollederer (2024) highlight that these students can enhance their academic performance only when they receive adequate support, implying the necessity of inclusivity. In this context, Yücel (2023) argues that inclusion in higher education necessitates political decisions and legal frameworks to promote diversity, equity, access, and internationalization. Universities are professional learning communities where all individuals engage in knowledge production and community building without discrimination based on race, ethnicity, gender identity, sexual orientation, religion, class, or physical or cognitive capacity (Altunoğlu, 2020). Individuals with special needs within this community often have to work harder than their peers (Seale et al., 2015) as they must manage both their disabilities and their coursework. A critical determinant of their success is how universities adopt inclusive policies that accommodate their educational needs. This highlights the need for comprehensive and inclusive changes in higher education policy and practice (Shpigelman et al., 2022). Brewer et al. (2025) point out that students with special needs are systematically disadvantaged compared to their peers. One of the main reasons is that physical spaces and teaching practices are often not designed with student diversity in mind, resulting in many inaccessible practices that hinder the full participation of students with special needs (Dolmage, 2017).

Recognizing education as a fundamental human right, inclusion remains a critical issue in Turkish higher education. Although the concept of inclusive education began to gain traction when researchers advocating for the rights of students with disabilities expanded this scope to include disadvantaged students (Danış et al., 2023), it has largely been addressed at the K-12 level in Turkey

(Aktürel, 2016; Arı, 2021; Izgar, 2017; Kanpolat, 2023; Özdemir, 2019; Temizkan, 2022; Tufan, 2018; Yazçayır, 2020; Yıldız, 2015; Yıldız, 2024). Since 2011, the situation of immigrant students, particularly from Syria, who have faced numerous barriers to continuing their education, has heightened academic interest in inclusive education for this group (Alhleel, 2021; Çetin, 2023; Dağdelen, 2023; Erten, 2021; Keleş, 2019; Kırılmaz, 2019; Özcan, 2018; Saraç, 2022; Seyidoğlu, 2024; Ünal & Aladağ, 2020; Yıldırım, 2017). However, research on students with special needs in Turkish universities remains notably limited (Gündoğar, 2020; Shahleh, 2021; Uğur, 2022; Yavuzkurt, 2024). This reveals that despite the increasing participation of international students with special needs in higher education, their voices are seldom heard (Fuller et al., 2004).

During the 2022-2023 academic year, approximately 20,000 individuals with special needs were registered with the Council of Higher Education (YÖK) (https://istatistik.yok.gov.tr/). The Council of Higher Education established the Commission for Students with Disabilities to identify their needs, plan administrative arrangements accordingly, and ensure coordination among relevant higher education institutions by setting necessary infrastructure standards. Legal regulations (Regulation on Disability Counselling and Coordination in Higher Education Institutions) have been enacted to create an academic environment conducive to the learning needs of students with disabilities and to facilitate their full participation in education and training processes (YÖK, 2010). These regulations suggest a more sustainable approach to planning and monitoring the participation of students with special needs in educational processes. Despite these efforts, significant deficiencies persist in the web pages of university special needs units, and many improvements are needed for these students to use web pages effectively (Uğur, 2022). This raises broader concerns regarding the inclusiveness of Turkish higher education, which hosts over 300,000 international students from 198 countries (https://istatistik.yok.gov.tr/). International students constitute a special group within inclusive education due to their unique characteristics such as language, religion, culture, race, and special needs, requiring additional support than their peers. The targeted measures to provide this support are crucial for encouraging for international students with special needs who wish to continue their higher education abroad.

As stated by Moriña et al. (2020), various steps still need to be taken despite efforts by universities, such as establishing regulations that guarantee student rights, disabled support offices, and teacher training in inclusive education. One of these steps is to organize the processes of learning Turkish as a foreign language, an obstacle that international individuals with special needs must overcome to be included in Turkish higher education within the context of inclusive education. Yurttabir (2019) reports that foreign language education is crucial for everyone at every stage of life and serves as a source of motivation for individuals with disabilities, providing them with opportunities to excel in international fields. Since proficiency in a foreign language is a valued skill in most professions, depriving special education students of a quality education in foreign language learning excludes them from this essential requirement (Tsagari, 2019). In this context, Csizer and Kontra (2020) argue that although individuals with special needs actively participate in shaping the multilingual discourse community of our globalized world, second/foreign language teaching researchers have only recently started to consider them as language learners and users. Therefore, the literature on how to support people with special needs in second/foreign language learning is still scarce (Vilar & Beltrán-Palanques, 2019). This scarcity highlights that the voices of those with special needs are not heard in the second/foreign language learning process. Today, it is widely acknowledged that a single, uniform foreign language learning and teaching method based on a single approach cannot be effective for all students (Tuzcuoğlu Bülbül & Sakız, 2020). Moreover, managing the process of foreign language

teaching for special needs students, who face many additional difficulties, is evidently challenging (Şen Ersoy, 2023). Successfully completing foreign language learning, which serves as academic preparation for university, may help bridge gaps in academic performance, integration, and school attendance for students with special needs. Grunau et al. (2002) note that students with disabilities have the academic ability to succeed in higher education if the material presented to them meets their needs (Carroll et al., 2020). This is critical in the foreign language learning process. Therefore, the experiences of teachers who face additional challenges in teaching foreign languages to special needs students will contribute to necessary policy development, instructional planning, implementation, evaluation, and monitoring of individual achievement.

In this regard, this study aims to explore and interpret the experiences of teachers instructing Turkish as a foreign language to students with special needs. By examining data obtained from teacher interviews, this study will fill a critical gap in the field by determining the regulations needed in foreign language teaching for individuals with special needs, identifying challenges encountered in language teaching practices, evaluating the current state of language teaching centers, assessing teacher competencies, peer relations, and the effectiveness of teaching materials, as well as planning necessary interventions.

In service of this aim, the following questions were sought:

- How do teachers identify students with special needs?
- Which emotional states do students with special needs experience in the classroom?
- What is the classroom environment and peer relations of students with special needs?
- What are the teaching barriers faced by teachers for students with special needs?
- What are the barriers that students with special needs face in the teaching process due to their special needs?
- What are teachers' suggestions for solving problems with students with special needs?

2. Method

2.1. Research Design

The study aimed to reveal the experiences of teachers instructing Turkish as a foreign language to students with special needs during the education process. Therefore, this study employed phenomenological design, one of the qualitative research methods. Phenomenological design is preferred by researchers to uncover the common interpretations of several individuals based on their lived experiences concerning a phenomenon or concept (Creswell & Poth, 2018). In this study, the research phenomenon for the participants is to make sense of the teachers' experiences in teaching foreign languages to students with special needs (Giorgi, 2006).

2.2. Participants

The study participants consisted of ten foreign language teachers who were selected through criterion sampling technique, a subset of purposive sampling (Cohen et al., 2005; Patton, 2002; Yıldırım & Şimşek, 2011). To uncover the participants' experiences of teaching a foreign language to students with special needs, the criterion established was having a student with special needs learn Turkish as a foreign language in their classroom. Table 1 depicts detailed information regarding the participants' professional experience, training on students with special needs, certification in teaching Turkish as a foreign language, education level, and institutional affiliations.

Table 1. Information regaring the Participants

Participant	Experience	Training	Certificate	Education Level	Organization
P1	5 years	No	Yes	Bachelor's Degree	Turkish Language Teaching Centre (University)
P2	6 years	No	Yes	Master's Degree	Language Centre (University)
P3	7 years	No	Yes	Bachelor's Degree	Turkish Language Teaching Centre (University)
P4	10 years	No	No	Master's Degree	Private Turkish Teaching Course
K5	11 years	No	Yes	PhD	Language Centre (University)
P6	3 years	No	Yes	Master's Degree	Turkish Language Teaching Centre (University)
P7	7 years	No	Yes	Master's Degree	Turkish Language Teaching Centre (University)
P8	5 years	No	Yes	Bachelor's Degree	Private Turkish Teaching Course
P9	8 years	No	Yes	Bachelor's Degree	Turkish Language Teaching Centre (University)
P10	3 years	No	Yes	Bachelor's Degree	Turkish Language Teaching Centre (University)

The participants' professional experience ranges from 3 to 11 years. None have received training specifically on teaching students with special needs. However, all but one possess a certification in teaching Turkish as a foreign language. Among the participants, five hold a bachelor's degree, four have a master's degree, and one has a doctorate. Eight participants are employed at Turkish Language Teaching Centres and Language Centres within universities, while two work in private Turkish language teaching courses (Table 1). The special needs of the students encountered by the participants during the process of teaching Turkish as a foreign language are detailed in Table 2.

Table 2. *Special Needs Status of Students*

Special Needs Status	Student Count
visual impairments	6
speech difficulties (such as stuttering)	5
autism	2
hyperactivity disorder	2
dyslexia (reading and writing disorder)	1
bipolar disorder	1
hearing impairments	1
learning difficulties	1
a physical challenges such as an inability to use the hand	1
walking difficulties	1

In the classes taught by the participants, students are identified as having special needs due to various conditions, including visual impairments, speech disorders (such as stuttering), autism, hyperactivity disorder, dyslexia (reading and writing disorder), bipolar disorder, hearing impairments, learning difficulties, and physical challenges such as limited hand mobility and walking difficulties (Table 2).

2.3. Data Collection Process

In phenomenological research, researchers usually collect data through interviews. Among the interview types, semi-structured interviews are functional as they allow researchers to prepare questions in advance and ask additional questions based on the participants' responses during the interview (Güçlü, 2019; Gürbüz, & Şahin, 2018). In this study, the researchers developed a semi-structured interview form as a data collection tool. They created a question pool based on theoretical studies relevant to the research purpose, including fifteen questions. They sent these questions to five experts in the field of teaching Turkish as a foreign language, asking them to evaluate each question as 'appropriate,' 'should be corrected,' or 'not appropriate.' Following this validation process, 5 questions were removed from the interview form and a final interview form included 10 questions. Interview questions are provided in the appendix. The Ordu University Educational Research Ethics Committee granted the ethics committee permission for data collection (Decision Number 2024-34, Session No. 03, dated 23.02.2024).

Given that the participants worked at different universities and organizations, the researchers conducted the interviews online. The interviews were held between 15.03.2024 and 15.06.2024. The widespread use of communication technologies has made online interviews a functional data collection technique (Weller, 2017). The researchers audio-recorded each interview and subsequently transcribed the recordings. They sent the written transcripts to the participants for approval. Each interview lasted between 30 to 40 minutes. The entire process-conducting the interviews, transcribing them, and obtaining participant approval-was completed within two months.

2.4. Data Analysis

The researchers analyzed the study's data using content analysis, a qualitative data analysis technique. They conducted the content analysis categorically, involving a systematic process of coding the data, creating, and organizing categories, and finally defining and interpreting the findings (Robson,

2017). The data were transferred to the MAXQDA 20 qualitative data analysis program, which facilitated the analysis process. This specialized software allows for the storage, retrieval, coding, and classification of large amounts of qualitative data (Maxwell, 2022). Two researchers independently coded the data. Silverman (2010) emphasizes that the reliability of data analysis should be based on intercoder agreement. He suggests that if there is no initial agreement between the coders, they should engage in discussions to reach a consensus. In line with this framework, the researchers used the intercoder agreement technique (Creswell, 2017) to ensure coding reliability. Given the high level of agreement between the two researchers' coding, the coding was considered reliable. The analysis revealed forty (40) distinct codes, which were subsequently grouped into six (6) categories to create a cohesive meaning. To ensure the reliability of the data analysis, direct quotes were made from participant opinions, data were preserved using a voice recorder, and were systematically analyzed using digital data analysis software.

The frequencies of the codes are indicated by linear boldness, and the teachers whose statements correspond to each code are shown separately. A bold line denotes the code that represents the most frequently mentioned idea within its category. Besides, the researchers included participant opinions regarding the codes. Figure 1 illustrates the codes that emerged during the data analysis process and the categories formed by these codes.
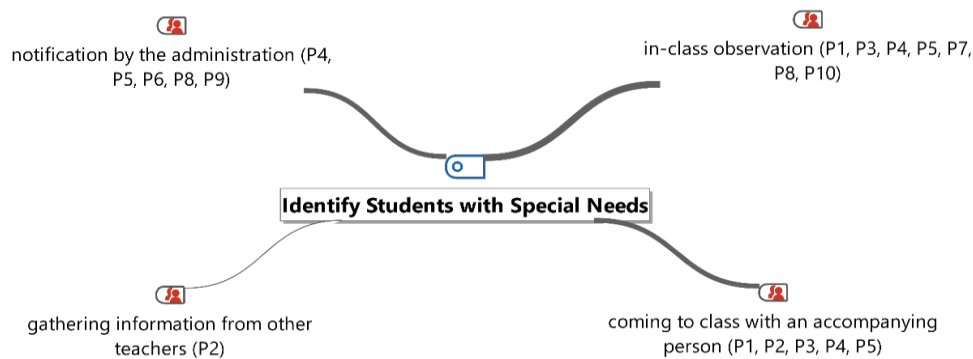
Figure 1. *Data Analysis of the Study (Code Matrix Browser)*

Code System	P10	P9	P8	P7	P6	P5	P4	P3	P2	P1	SUM
Identify Students with Special Needs											0
notification by the administration		●	●		●	●	●				5
gathering information from other teachers									●		1
coming to class with an accompanying person						●	●	●	●	●	5
in-class observation	●		●	●		●	●	●		●	7
Affective States of Students with Special Needs											0
anxiety					●	●					2
not accepting one's situation						●					1
not asking for the help of a companion								●			1
timidity	●							●			3
accepting one's situation									●		1
high level of desire to learn	●	●			●	●	●	●			7
unusual behavior			●	●		●	●			●	5
seeing oneself as different from others							●			●	2
reluctance to learn			●	●		●	●	●		●	6
Classroom Situations and Peer Relationships of Students with Sp											0
the student with dyslexia having adaptation problems in the cl				●							1
the student with autism not being accepted in the class					●						1
the class accepting the student	●	●		●	●	●	●	●			7
having peer support	●	●	●	●	●	●	●		●		9
seeing oneself as a part of the class					●		●			●	3
Situations Experienced and Faced by Teachers											0
the difficulty of the teacher in classroom management			●	●							2
management support for the teacher		●				●			●		4
the administration's lack of support for the teacher	●		●	●	●			●		●	6
difficulty in finding appropriate materials			●			●	●				3
the need for training for the teachers	●		●					●	●		5
additional time for the student	●	●	●	●	●		●	●	●		8
emotional difficulties			●			●		●			3
not knowing how to explain to the student	●		●	●		●		●	●		6
Teaching Process Problems for Students with Special Needs											0
inappropriate textbooks	●	●	●	●	●	●	●	●	●	●	10
difficulties with listening					●	●			●		3
difficulties with speaking	●			●	●	●	●	●			6
issues with measurement and evaluation				●		●	●	●	●		5
difficulties with reading	●	●	●	●		●	●	●	●	●	9
difficulties with writing skills		●	●			●	●	●	●		6
Instructor Suggestions											0
having a separate training program				●							1
being patient and tolerant	●		●	●		●	●				5
guiding the teacher						●		●			2
preparing materials suitable for the student			●			●	●	●			4
accepting and including the student in the process						●	●	●			3
individualizing measurement and evaluation	●		●	●		●	●	●	●		7
preparing materials according to the types of disabilities	●	●	●	●		●	●	●	●		8
providing an appropriate environment and conditions					●		●		●		3
∑ SUM	15	10	22	18	15	23	23	23	17	10	176

3. Findings

3.1. Diagnosing Students with Special Needs

Figure 2 presents the codes related to how teachers diagnose students with special needs in Turkish as a foreign language class, along with the teachers who contributed to these codes.

notification by the administration (P4, P5, P6, P8, P9)

in-class observation (P1, P3, P4, P5, P7, P8, P10)

Identify Students with Special Needs

gathering information from other teachers (P2)

coming to class with an accompanying person (P1, P2, P3, P4, P5)

Several key codes emerged from teachers' identification of students with special needs in their classes. These include in-class observation, students coming to class with an accompanying person, notification by the administration, and gathering information from other teachers (Figure 2). Teachers often learn about students with physical disabilities and those with previously diagnosed special needs when the students arrive with an accompanying person or through administrative notifications. Conversely, they identify conditions such as stuttering, learning difficulties, and dyslexia through classroom observation.

The teacher coded P1 stated that they identified the special situation of a student who came to class with a companion, explaining, *"He either had a carer or a mother. He came to class with his parents. Since he could not use his hands, they were following the lesson, not the student. We used to take him to class with his companion."* Similarly, the instructor coded P5 mentioned, *"The bipolar student had a report diagnosed as bipolar. The administration notified us, but other than that, we noticed the students with special needs by ourselves."* P5 highlighted that while the administration informed them about students with diagnosed special needs, they noticed the students with undocumented special needs through in-class observations. This underscores the importance of teachers' observation skills in recognizing students with special needs. The instructor coded P10 recounted their experience, saying, *"He wanted to answer any question I asked. It took a minute or two for the student to start speaking. Then I noticed that there were problems in his facial movements and the output of the letters. Based on my existing experience, I observed that he had a stuttering problem,"* thus illustrating how they determined the student's special needs status.

3.2. Affective Status of Students with Special Needs

The codes derived from teachers' experiences regarding the affective states of students with special needs in the classes where they teach Turkish as a foreign language, along with the teachers who provided statements related to these codes, are presented in Figure 3.

Figure 3. *Affective States of Students with Special Needs*
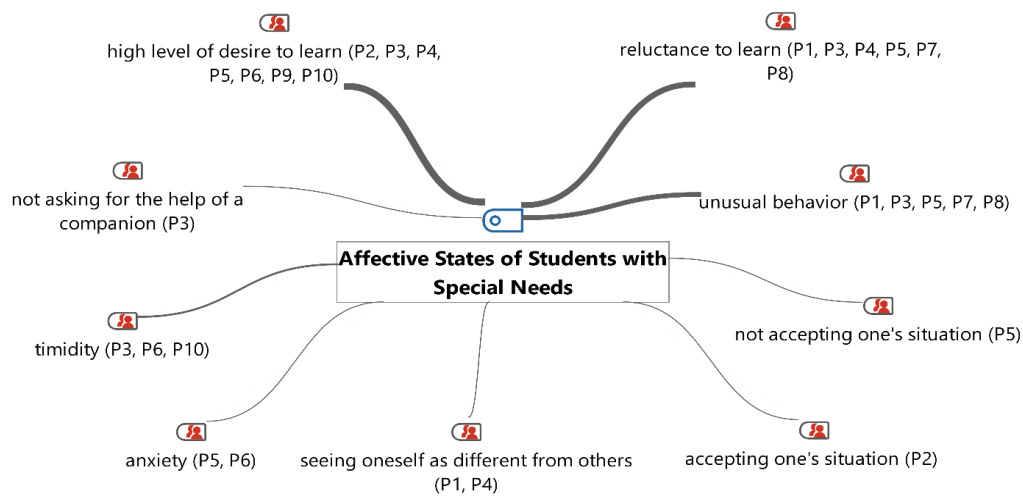
The teachers reported that several codes emerged regarding the affective states of students with special needs in the classes where they teach Turkish as a foreign language. These include a high level of desire to learn, reluctance to learn, unusual behavior, timidity, anxiety, seeing oneself as different from others, not accepting one's situation, not asking for the help of a companion, and accepting one's situation (Figure 3). Teachers stated that while most students with special needs demonstrated a strong motivation to learn, some exhibited reluctance to learn and engaged in unusual behaviors.

The high level of desire to learn exhibited by students with special needs represents a positive affective state for the language learning process. For instance, the teacher who coded P6 remarked, *"The student had the desire and determination to achieve something. He had the idea that 'I can do it. I am no different from others.' He was very enthusiastic about it and worked harder than the other students."* highlighting the student's high motivation.

Conversely, it is evident that some students with special needs experience reluctance to learn. The teacher coded P5 noted, *"There was reluctance. I can't say anxiety, but there was reluctance. Therefore, he was unsuccessful."* indicating that the student's lack of motivation contributed to their failure. In such cases, instructors bear the responsibility of addressing and eliminating the reluctance, anxiety, and shyness experienced by these students to foster a more conducive learning environment.
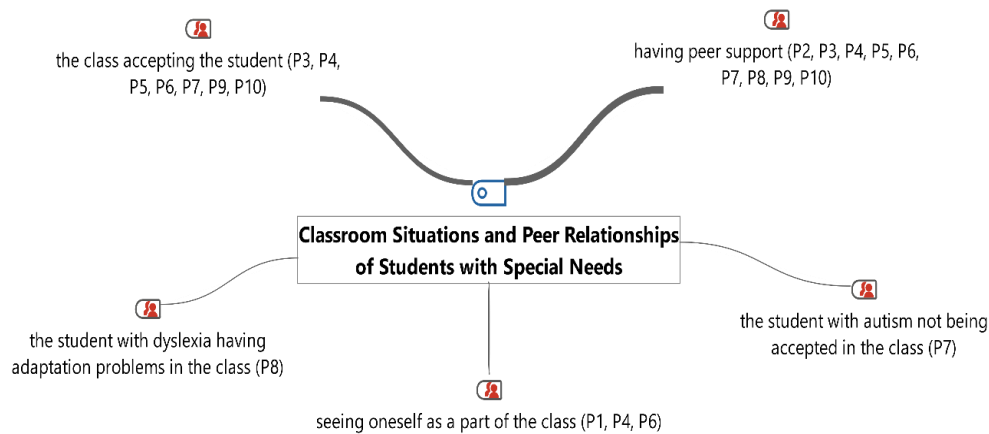
Teachers must also be prepared to manage unusual behaviors in the classroom to maintain effective classroom management. The teacher coded P3 described the impact of unusual reactions from students with special needs on the classroom environment: *"Suddenly, the sound gets louder and his friend next to him and all the students in the class are startled and try to understand what happened. Instead of understanding the special situation of the student, taking a lesson with such a person at the same time created a surprise in other students."*

Additionally, the teacher who coded P8 shared his experience with a student with dyslexia, stating, *"My student with dyslexia had problems pronouncing the letters. He could not recognize the letters. Therefore, he got very angry. How can I express it? He was persistently angry with me. Anger is out of the norm. Because he could not learn, he was projecting his anger on me."* This highlights the challenges teachers face when dealing with the frustration and anger of students who struggle with learning due to their special needs.

3.3. Classroom Environment and Peer Relations of Students with Special Needs

Figure 4 displays the codes related to the situations of students with special needs in the classroom environment and their peer relations in the classes where teachers instruct Turkish as a foreign language, along with the teachers who provided statements related to these codes.

***Figure 4.*** *Classroom Situations and Peer Relationships of Students with Special Needs*

the class accepting the student (P3, P4, P5, P6, P7, P9, P10)

having peer support (P2, P3, P4, P5, P6, P7, P8, P9, P10)

Classroom Situations and Peer Relationships of Students with Special Needs

the student with dyslexia having adaptation problems in the class (P8)

the student with autism not being accepted in the class (P7)

seeing oneself as a part of the class (P1, P4, P6)

In the classes where teachers teach Turkish as a foreign language, the following codes emerged concerning the situation of students with special needs in the classroom environment and their peer relations: having peer support, the class accepting the student, seeing oneself as a part of the class, the student with autism not being accepted in the class, and the student with dyslexia having adaptation problems in the class (Figure 4). The teachers reported that students with special needs were mostly accepted by their classmates and could receive support from their peers.

The teacher coded P9 shared, *"The students treated each other normally in the classroom. They were not sensitive or fragile in any way. In appearance, the student was only visually impaired. He even joked about his visual impairment with other students in the classroom."* This indicates that the class accepted the student without exclusion. It is encouraging that students with special needs adapt to the class and receive acceptance from their peers. Furthermore, peer support plays a crucial role in helping *students with special needs overcome their affective difficulties. The teacher coded P3 remarked, "His friends responded very positively. When he wrote correctly, they applauded him, which made him happy and motivated him to write the answer to the next question. In other words, he became even more enthusiastic."* This demonstrates how peer support increased the student's desire to learn.

However, the student with autism did not receive acceptance in the classroom, and the student with dyslexia faced adaptation problems. These situations lead to challenges for teachers in managing the class. P7 observed, *"None of the students empathized with the student with autism. They could not put themselves in his place. They just laughed at him, excluded him, and did not accept him."*

3.4. Obstacles Faced by Teachers in the Teaching Process

The codes related to the situations experienced by teachers in classes where Turkish as a foreign language is taught to students with special needs, and the teachers who provided statements related to these codes are shown in Figure 5.

Figure 5. *Situations Experienced and Faced by Teachers*
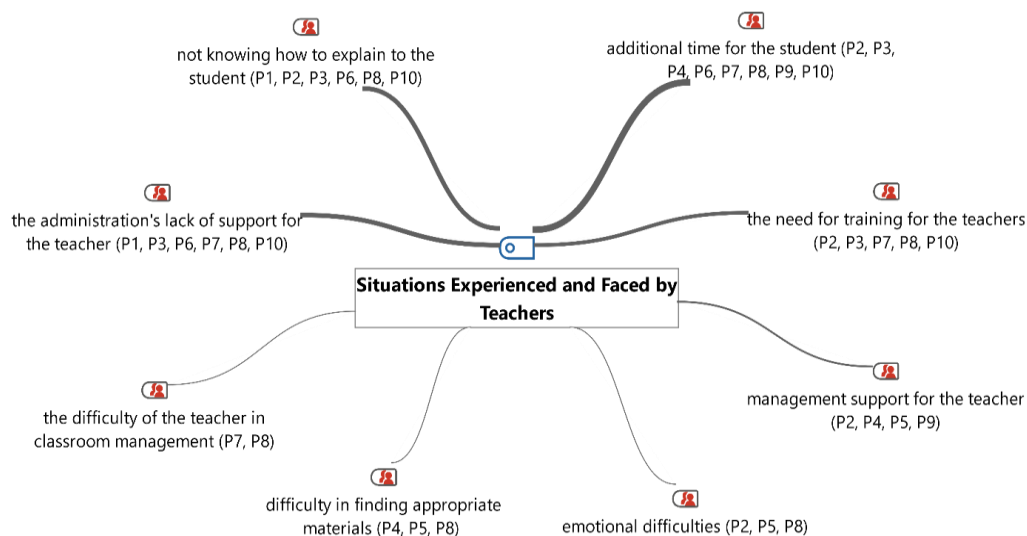
Regarding the situations experienced and encountered by teachers in the classrooms with students with special needs, the emerging codes were identified as allocating additional time for the student, not knowing how to explain to the student, the administration's lack of support for the teacher, management support for the teacher, the need for training for the teachers, emotional difficulties, difficulty in finding appropriate materials and the difficulty of the teacher in classroom management emerged (Figure 5). It is a positive approach for teachers to allocate time for students with special needs. P4 remarked, "*My students with hearing and speech disabilities always need more lessons. They require more special attention. When we don't allocate special time, students get bored in the lesson.*" This highlights the necessity of dedicating special time for students with special needs. Similarly, P2 expressed, "*Even though it was not for a long time, I definitely allocated separate time.*" Despite this, teachers often struggle with knowing how to explain course subjects to students with special needs, highlighting a significant issue. P10 articulated this challenge: "*I experienced the feeling of what I can do. I felt anxious about how I could be useful or improve this student's speaking skills.*" P1 echoed this difficulty, saying, "*I saw the student and immediately felt inadequate. I was concerned about how to manage it and whether other students would react negatively if I spent more time with this student.*"

P7 expressed his frustration, stating, "*When I talked to the administration about my student with autism, they said there was nothing that could be done, that the records were not taken by them, and that there was nothing they could do because he came from undergraduate school.*" While some teachers manage to receive limited support from the administration, administrators need to facilitate necessary support proactively. This approach should not rely solely on individual efforts by teachers but should be regarded as a fundamental responsibility to uphold the student's right to education and to support the instructor's work effectively.
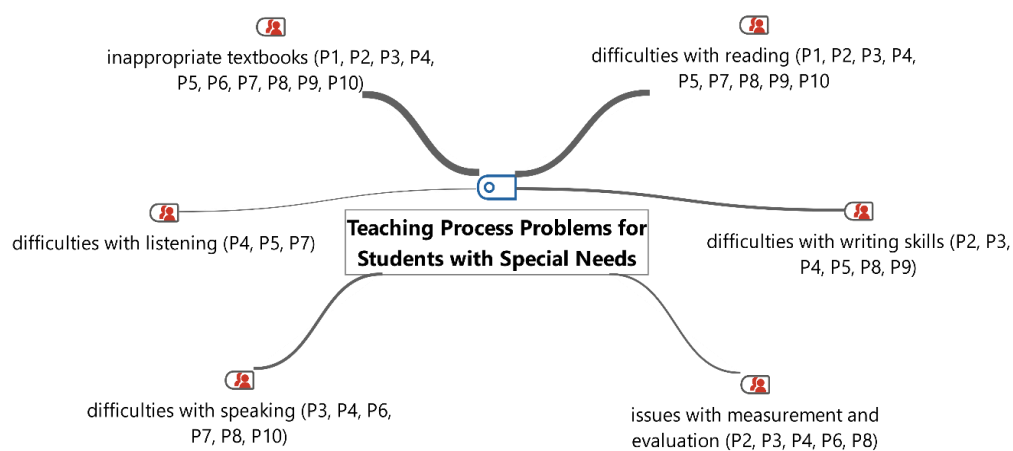
The administration must provide training to teachers on teaching processes for students with special needs to mitigate these issues. P10 emphasized this necessity, stating, "*I would like to receive training on this subject. I often have at least one student in such situations. I had at least four or five students stuttering. There were also students with attention deficit and learning difficulties. I don't feel sufficient in this regard.*" This refers to the critical need for specialized training for teachers instructing students with special needs.

Moreover, managing the lesson process with special needs students can cause emotional difficulties for teachers. P2 expressed this challenge, saying, "*In class, the student put me in emotional difficulty. I had to be sensitive in everything from the sentences I used to the examples I gave. In addition to having special needs, being an immigrant is also a sensitive situation. I was emotionally uneasy.*" This highlights the emotional strain teachers face when working with students who have special needs and who are also immigrants.

3.5. Obstacles Faced by Students with Special Needs in the Teaching Process

The codes related to the teaching process problems experienced by students with special needs in the classes where teachers teach Turkish as a foreign language, along with the teachers who provided statements about these codes, are summarized in Figure 6.

Figure 6. *Teaching Process Problems for Students with Special Needs*

inappropriate textbooks (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10)

difficulties with reading (P1, P2, P3, P4, P5, P7, P8, P9, P10)

difficulties with listening (P4, P5, P7)

Teaching Process Problems for Students with Special Needs

difficulties with writing skills (P2, P3, P4, P5, P8, P9)

difficulties with speaking (P3, P4, P6, P7, P8, P10)

issues with measurement and evaluation (P2, P3, P4, P6, P8)

The identified codes include inappropriate textbooks, difficulties with reading, listening, speaking, and writing skills, and issues with measurement and evaluation related to the teaching process problems faced by students with special needs in these classes (Figure 6).

The inadequacy of textbooks for teaching Turkish as a foreign language to students with special needs represents a significant deficiency in the educational process. This issue presents a considerable challenge for teachers. P3 highlighted this problem by stating, "*Our textbooks are definitely not suitable for students with special needs because they are printed within the standards prepared for healthy individuals. The auxiliary books are the same way, as are the activities.*" Similarly, the instructor coded P9 expressed a related concern: "*There were no books or materials for the visually impaired. Especially, I did not know how to write.*" This indicates the lack of suitable textbooks for visually impaired students. P1 reinforced this view by saying, "*Is there anything in the textbook for the student? No, there is nothing. Textbooks are very inadequate in this regard.*" These statements collectively emphasize the urgent need for more inclusive educational materials to better support students with special needs.

The challenges faced by students with special needs in reading, speaking, and writing skills are understandable considering their unique circumstances. To overcome these challenges, teachers need to dedicate more time to these students compared to their peers. Additionally, they must prepare or source appropriate materials to help students overcome difficulties in language skills. P8 stated that, "*I had a lot of trouble with my student with dyslexia in reading, even more so in writing. I know that I show something over and over again.*" This highlights the persistent challenges in teaching reading and

writing skills to a student with dyslexia. Likewise, P10 remarked, "*He could not get the words out while reading. He could not say the word in a normal way. I was having trouble in this regard*." indicating the specific challenges in teaching reading skills.

Speech difficulties also pose significant barriers. P7 described a student's struggle: "*The student had a speech disorder. He was getting excited during the speech and suddenly he started to stutter, he could not speak*." This illustrates the impact of stuttering on the student's ability to communicate. Further, P10 noted, "*The language skill that the student had the most difficulty with was speaking. He could speak for a long time, and he had a lot of difficulty even speaking or say a word. He was exerting a lot of effort while trying to speak.*" This indicates the substantial effort and frustration students with special needs face in developing their speaking skills. These insights underline the necessity for tailored instructional strategies and resources to effectively support students with special needs in language learning.

P3 highlighted the challenges a student faced with writing skills, stating, "*When we tried to do writing activities in the classroom, if everyone finished in 10 minutes, the student was struggling for at least half an hour and naturally asked for time.*" This comment illustrates the significant additional time required for students with special needs to complete the same tasks as their peers.

Similarly, P5 noted, "*The student with low vision had a writing problem. He could do reading even though he had difficulty with magnification. In writing, he could not form letters. He could write big in shape. This is normal for the student with visual impairment.*" This observation clarifies the specific difficulties experienced by students with visual impairments, particularly in forming letters and writing within standard time constraints.

These examples highlight the necessity for additional time and specialized support in classroom activities and assessments to meet the unique needs of students with disabilities.

The challenges experienced by students with special needs in language skills can significantly impact the measurement and evaluation processes. Teachers often face challenges in assessing these students' performance accurately. P2 highlighted this issue, stating, "*You cannot expect a student who cannot use his/her hands to write. The student cannot write naturally in the course exams. There is also a scoring for writing in the exams.*" This indicates that the current measurement and evaluation processes are not suitable for students with special needs.

Besides, P4 noted, "*It is a very big deficiency. How will we measure the student? Even if we give the training, they have to take exams for the certificate. How will it be done? Even if we measure reading and writing with the exam, we cannot measure listening and speaking.*" This emphasizes the inadequacy of standard evaluation methods for assessing students with special needs. These insights emphasize the need for a separate measurement and evaluation process tailored to the needs of students with special needs. Such a process would ensure fair and accurate assessment, considering the unique challenges these students face in language learning.

3.6. Teacher Suggestions for Solving Problems

The codes that emerged regarding the suggestions of teachers teaching Turkish as a foreign language to students with special needs, along with teachers who made statements related to these codes, are suggested in Figure 7.

Figure 7. *Teacher Suggestions*
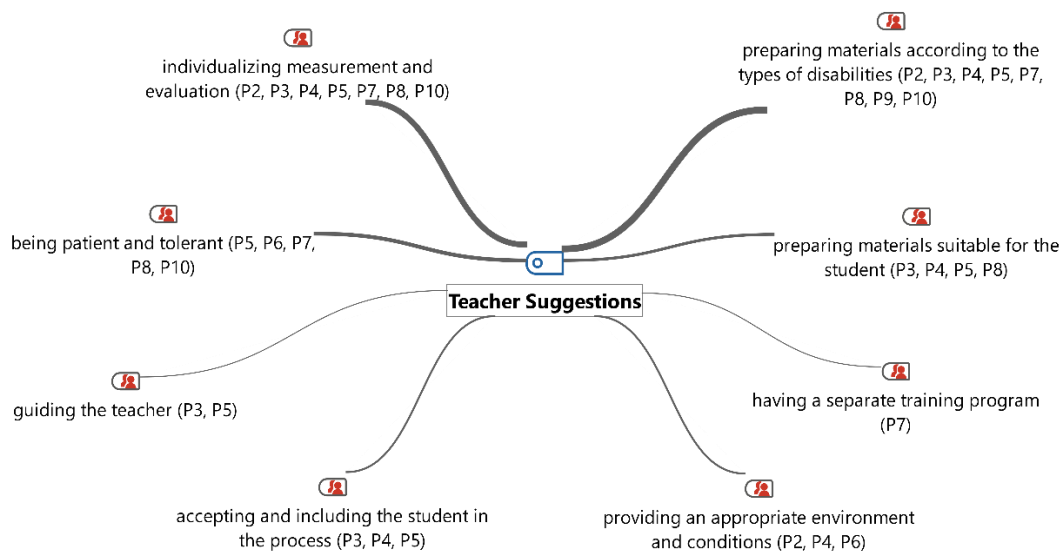
Regarding the solutions proposed by teachers teaching Turkish as a foreign language to students with special needs, several key codes emerged: preparing materials according to the types of disabilities, individualizing measurement and evaluation, being patient and tolerant, preparing materials suitable for the student, accepting and including the student in the process, providing an appropriate environment and conditions, guiding the teacher, and having a separate training program (Figure 7).

Teachers emphasized the significance of preparing course materials tailored to the specific needs of students with disabilities, individualizing the measurement and evaluation processes, and maintaining patience and tolerance. These solutions are crucial for improving the teaching process and ensuring that students with special needs receive appropriate support.

The suggestion to prepare specialized teaching materials based on disability types addresses the need for modifications in textbooks. Developing textbooks suitable for students with special needs will facilitate teaching and enhance the students' learning experience. P2 highlighted this necessity: "*Different content should be produced for the hearing impaired, different content for the visually impaired, and different content for those with multiple disabilities. Unfortunately, we are at the very beginning in this field. We need pioneering research that reveals the situation of such students. The number of students with special needs is increasing. I know a student who repeated the A1 course three times and a student who failed in writing skills. The student's disability is not suitable for them to succeed in writing. Can you imagine?*"

This comment underscores the need for customized course materials and appropriate measurement processes. The suggestion to individualize measurement and evaluation for students with special needs is equally essential. Moreover, teachers highlighted the importance of patience and tolerance. P10 noted, "*Instructors should be patient. I had students with stuttering problems. I was waiting patiently for the student to complete the sentence because it could sometimes take minutes for the student to say a word. Here, the instructor should be tolerant.*"

Overall, the teachers proposed practical and empathetic solutions, stressing the need for customized materials, individualized evaluation processes, and a patient, tolerant approach to support students with special needs effectively.

4. Discussion, Conclusion and Recommendations

The findings offer a unique insight into teachers' experiences of teaching foreign languages to individuals with special needs. The themes developed through an idiographic approach reveal that these experiences are dynamic and multifaceted. Specifically, teachers' encounters with students' disabilities-both visible and invisible-demonstrate varied impacts on foreign language teaching. The teachers expressed a willingness to develop professionally in this area, displaying high motivation, sensitivity to individual differences, and a flexible profile.

Despite the absence of formal pedagogical training for teaching foreign languages to students with special needs, teachers consistently acknowledged the importance of ensuring these students have the same access to education as their peers. They emphasized the necessity of special attention without neglecting other students, the critical role of peer support for academic success and a positive classroom climate, and the imperative of producing individualized materials and conducting tailored assessments. However, teachers also reported significant challenges, including identifying students with invisible disabilities, managing classrooms, sourcing or creating appropriate materials, designing specific instructional strategies, and implementing effective measurement and evaluation practices. They noted a lack of adequate administrative support to eliminate these challenges.

Teachers' experiences highlight the diverse range of disabilities encountered in foreign language classes, including visual and hearing impairments, stuttering, autism, hyperactivity disorder, dyslexia, bipolar disorder, and various physical disabilities. Given this diversity, it is essential to take swift action to improve the teaching of Turkish as a foreign language to students with special needs. Each disability uniquely impacts the language learning process, necessitating different methods, materials, and assessment practices. Although teachers recognize these needs, their uncertainty about the correctness of their practices underscores a fundamental deficiency in this field.

The study indicates that identifying students with special needs varies depending on the type of disability. For visible disabilities, recognition often involves physical observation, the presence of a companion, administrative notifications, and information from other teachers. In contrast, conditions like hyperactivity disorders, stuttering, learning difficulties, and dyslexia are typically diagnosed through classroom observations. Wolf (2001) categorizes invisible disabilities as a distinct group in educational contexts. Considering the complexities of diagnosing invisible disabilities such as dyslexia and attention deficit hyperactivity disorder (ADHD), and the high level of awareness required for accurate identification (Mullins & Preyde, 2013), it becomes evident that foreign language teachers need training to enhance their diagnostic capabilities. Studies (Kendall & Tarman, 2016; Bunbury, 2018; Ngui, 2019) consistently highlight the insufficient training and awareness among teachers regarding students with special needs, particularly those with invisible disabilities. This study reinforces the widely held view that there is an urgent need for enhanced training to address these gaps.

Teachers observed differences in the affective states of students with special needs toward foreign language learning. Significant findings revealed that these students generally exhibit a high level of willingness to learn a foreign language. Kontra et al. (2015) emphasized that learning a foreign language presents a real challenge for students with special needs, but they are ready to face it. This willingness serves as a source of resilience, offering individuals with special needs the opportunity to realize themselves in international contexts (Yurttabir, 2019). Their determination to learn and succeed, coupled with high motivation and interest despite the adversities they face, further explains this phenomenon (Moriña et al., 2020). However, teachers also noted that some students were timid, anxious, and did not accept their situations. These behaviors may indicate that personal factors such as self-advocacy, self-awareness, self-determination, self-esteem, and executive functioning (Morina

& Biagiotti, 2022) are not at the desired level, and hence affecting the academic performance of students with special needs. Teachers' awareness of these issues can guide the structuring of the foreign language teaching process for these students. For instance, as observed in Kendall and Tarman's (2016) study, some students may be timid or anxious due to their reluctance to accept their disability out of fear of being stigmatized. Recognizing this, teachers can anticipate a certain process for becoming aware of these situations and provide appropriate support and information about the student's disability.

Teachers reported that students with special needs are generally accepted by their peers in the classroom and often receive peer support. When learning activities are designed to promote the participation of all students, the need for individual support diminishes. Supporting peers can foster active and independent learning, enhancing instruction for a broader group of students (Booth & Ainscow, 2002). Morina and Biagiotti (2022) emphasize the importance of peer relationships, participation in campus activities, and access to organized social events for individuals with special needs. Römhild and Hollederer (2024) found that peer support plays a significant role in boosting academic success and ensuring social cohesion, highlighting the importance of peers in fostering inclusive environments, as Smith et al. (2021) noted. Teachers indicated that peer support, class acceptance, and students seeing themselves as part of the class contribute to increased academic achievement and social adaptation for students with special needs. Teachers who encountered resistance to the acceptance of special needs students addressed this by employing motivating classroom management techniques. They believe that understanding, patience, and tolerance from the teacher create a positive classroom environment conducive to the acceptance of students with special needs. However, this approach should not neglect the educational needs of other students.

Despite their willingness to develop professionally and their motivation to teach, teachers expressed significant challenges in finding, preparing, and adapting materials to different disabilities, developing language skills, and conducting appropriate assessments. These challenges contribute to a sense of professional inadequacy and can diminish motivation. Such obstacles prevent the implementation of inclusive teaching in classrooms with students with special needs. Nijakowska (2019) evaluates foreign language (FL) teachers' preparedness to meet the special educational needs of students as generally weak. This highlights the necessity for FL teachers to receive proper training. Expecting FL teachers to instruct students with special needs using the same resources and methods as other students, without any specialized training, overlooks the problem rather than addressing it.

Teacher experiences have highlighted that students with special needs face significant disadvantages in the foreign language learning process due to a lack of individualized instruction, flexibility in assessment practices, and access to technology and appropriate physical spaces. These challenges place students with special needs at a higher risk of poor academic performance than their peers (Reed et al., 2015). A critical issue all teachers emphasize is the inflexibility and lack of diversity in assessment and evaluation practices for students with special needs. Römhild and Hollederer (2024) argue that tailored exam arrangements for students with special needs, such as adjustments in exam location, participation methods, time allowances, and exam tools, can diminish the disadvantages associated with standard measurement and evaluation practices. However, teachers reported that they are unable to implement such accommodations. This limitation is attributed to a lack of authority granted by the administration and a general unawareness among teachers about the necessity of such practices. These findings reveal that teachers of Turkish as a foreign language in classrooms with students with special needs possess a wealth of experience regarding the teaching challenges they encounter. However, they do not feel competent in addressing these issues.

Various recommendations were developed based on the research findings. Training may be provided for teachers working at Turkish language teaching centers regarding students with special needs. Course materials can be prepared for students with special needs. Tailored course materials can be customized to meet the special needs of the students. Turkish language teaching centers can take various measures to overcome the emotional barriers experienced by students with special needs. Collaboration between management and teachers is essential to identify students with special needs and smoothly carry out the teaching process. In teaching Turkish as a foreign language, measurement and evaluation processes for students with special needs can be organized specifically for the students. Scientific research based on practical aspects can be conducted regarding teaching Turkish as a foreign language to students with special needs.

References

Aktüel, İ. E. (2016). *Examine the physics lesson in the integration applications at the level of the vocational high school* (Unpublished doctoral thesis). Anadolu University.

Alhleel, A. (2021). *Investigation of the inclusion level of teachers with Syrian students in their class in terms of various variables* (Unpublished master's thesis). Harran University.

Altunoğlu, A. (2020). Applicability of inclusiveness in higher education. *International Journal of Society Researches*, *16*(27), 672-699. https://doi.org/10.26466/opus.755015

Arı, A. (2021). *The effectiveness of constant time delay procedure in teaching reading and writing with sound based sentence method to individuals with special needs* (Unpublished doctoral thesis). Bolu Abant İzzet Baysal University.

Ataman, A. (2005). Özel gereksinimli çocuklar ve özel eğitim. A. Ataman (Ed.), *Özel eğitime giriş* içinde (ss. 9- 30). Gündüz Eğitim ve Yayıncılık.

Booth, T., & Ainscow, M. (2002). *The index for inclusion* (2nd ed.) Centre for Studies on Inclusive Education.

Brewer, G., Urwin, E., & Witham, B. (2025). Disabled student experiences of higher education. *Disability & Society*, *40*(1), 108–127. https://doi.org/10.1080/09687599.2023.2263633

Bunbury, S. (2018). Disability in higher education-do reasonable adjustments contribute to an inclusive curriculum?, *International Journal of Inclusive Education*, http://doi.org/10.1080/13603116.2018.1503347

Carroll, J. M., Pattison, E., Muller, C., & Sutton, A. (2020). Barriers to bachelor's degree completion among college students with a disability. *Sociological Perspectives*, *63*(5), 809-832. https://doi.org/10.1177/073112142090

Çetin, E. (2023). *Attitudes and opinions towards inclusive education of classroom teachers in the primary schools where students under temporary protection study* (Unpublished master's thesis). Samsun Ondokuz Mayıs University.

Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (5th ed.). RoutledgeFalmer.

Creswell, J. W. (2017). *Nitel araştırmacılar için 30 temel beceri* (H. Özcan, Çev.). Anı Yayıncılık.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches.* SAGE Publication.

Csizer, K., & Kontra, E. H. (2020). Foreign language learning characteristics of deaf and severely hard-of-hearing students. *The Modern Language Journal*, *104*(1), 233-249. **https://doi.org/10.1111/modl.12630**

Dağdelen, S. (2023). *A model study to develop the academic success and social skills of migrant students in the context of inclusive education* (Unpublished doctoral thesis). Kırşehir Ahi Evran University.

Danış, N., Güneş, İ., Tektaş, K., Eroğlu, S., İpek, M., Kaçan, V., Çalışkan, A., & Gürbüz, U. A. (2023). Past, present, future of inclusive education and its reflections on learning environments. *International Journal of Social and Humanities Sciences Research*, *10*(101), 3089-3102. https://doi.org/10.5281/zenodo.10253541

Dolmage, J. T. (2017). *Academic ableism: Disability and higher education*. University of Michigan Press.

Dong, S., & Lucas, M. S. (2016). An analysis of disability, academic performance, and seeking support in one university setting. *Career Development and Transition for Exceptional Individuals*, *3*(1), 47-56. https://doi.org/10.1177/2165143413475658

Eldeniz Çetin, M. (2017). Assessment of the preferences of individuals with special needs. *Ankara University Faculty of Educational Sciences Journal of Special Education*, *18*(2), 309-328. https://doi.org/10.21565/ozelegitimdergisi.293726

Erten, D. İ. (2021). *An ethnographic study on the inclusive classroom culture development experiences of elementary teachers of Syrian students* (Unpublished master's thesis). Çanakkale Onsekiz Mart University.

Fuller, M., Bradley, A., & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment. *Disability & Society*, *19*(5), 455-468. https://doi.org/10.1080/0968759042000235307

Giorgi, A. (2006). Concerning variations in the application of the phenomenological method. *The Humanistic Psychologist*, *34*(4), 305-319. https://doi.org/10.1207/s15473333thp3404_2

Grunau, R. E, Whitfield M. F., & Cynthia, D. (2002). Pattern of learning disabilities in children with extremely low birth weight and broadly average intelligence. *Arch Pediatr Adolesc Med*, *156*(6), 615-20. http://doi.org/10.1001/archpedi.156.6.615

Güçlü, İ. (2019). *Sosyal bilimlerde nitel araştırma yöntemleri teknik-yaklaşım-uygulama*. Nobel Akademik Yayıncılık.

Gündoğar, A. N. (2020). *Opinions about the instructional adaptations regarding the visually impaired students who continue higher education* (Unpublished master's thesis). Hasan Kalyoncu University.

Gürbüz, S., & Şahin, F. (2018). *Sosyal bilimlerde araştırma yöntemleri*. Seçkin Yayıncılık.

Izgar, N. (2017). *Effects on the development of motor skills of physical education and sports activities in special required individuals* (Unpublished master's thesis). Istanbul Gedik University.

Kanpolat, Y. E. (2023). *Examining the Turkish language skills of secondary school students with mental disabilities in terms of some variables* (Unpublished doctoral thesis). Bolu Abant İzzet Baysal University.

Keleş, H. (2019). *Building bridges through inclusive education system: The case of Syrian refugee children in Hatay/TURKEY* (Unpublished master's thesis). Social Sciences University of Ankara.

Kendall, L., & Tarman, B. (2016). Higher education and disability: Exploring student experiences. *Cogent Education*, *3*(1), 1-12. https://doi.org/10.1080/2331186X.2016.1256142

Kırcaali İftar, G. (1998). Özel gereksinimli bireyler ve özel eğitim. S. Eripek (Ed.), *Özel eğitim* içinde, (ss. 1-14). Eskişehir Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları.

Kırılmaz, M. C. (2019). *Examination of implementation case of inclusive education towards refugees by elementary school teachers* (Unpublished master's thesis). Zonguldak Bülent Ecevit University.

Kontra, E, H., Csizér, H., & Piniel, K. (2015). The challenge for deaf and hard-of-hearing students to learn foreign languages in special needs schools. *European Journal of Special Needs Education*, *3*(2), 141-155. https://doi.org/10.1080/08856257.2014.986905

Maxwell, J. A. (2022). *Nitel araştırma tasarımı etkileşimli bir yaklaşım* (3. bs.) (M. Çevikbaş, Çev. Ed.). Nobel Akademi Yayıncılık.

Moriña, A., & Biagiotti, G. (2022). Academic success factors in university students with disabilities: A systematic review. *European Journal of Special Needs Education*, *37*(5), 729-746. https://doi.org/10.1080/08856257.2021.1940007

Moriña, A., Sandoval, M., & Carnerero, F. (2020). Higher education inclusivity: When the disability enriches the university. *Higher Education Research & Development*, *39*(6), 1202–1216. https://doi.org/10.1080/07294360.2020.1712676

Mullins, L., & Preyde, M. (2013). The lived experience of students with an invisible disability at a Canadian university. *Disability & Society*, *28*(2), 147-160. https://doi.org/10.1080/09687599.2012.752127

Ngui, T. K. (2019). Inclusive education in higher education institutions in Kenya. *Journal of Education and Practice, 10*(3), 45-53. http://doi.org/10.7176/JEP

Nijakowska, J. (2019). Foreign language teachers' preparedness to cater for special educational needs of learners with dyslexia: a conceptual framework. *European Journal of Special Needs Education*, *34*(2), 189-203. https://doi.org/10.1080/08856257.2019.1581401

Özcan, A. S. (2018). Turkey's education policy towards Syrian students in the context multiculturalism. *PESA International Journal of Social Studies*, *4*(1), 17-29. Retrieved from https://dergipark.org.tr/tr/download/article-file/453274

Özdemir, E. (2019). *A research on studying abilities of students diagnosed with learning disability* (Unpublished master's thesis). Necmettin Erbakan University.

Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). SAGE Publications.

Reed, M. J., Kennett, D. J., & Emond, M. (2015). The influence of reasons for attending university on university experience: A comparison between students with and without disabilities. *Active Learning in Higher Education*, *16*(3), 225-236. https://doi.org/10.1177/1469787415589

Robson, C. (2017). *Bilimsel araştırma yöntemleri* (2. Baskı) (Ş Çınkır, & N. Demirkasımoğlu, Çev. Ed.). Anı Yayıncılık.

Römhild, A., & Hollederer, A. (2024). Effects of disability-related services, accommodations, and integration on academic success of students with disabilities in higher education. A scoping review. *European Journal of Special Needs Education*, *39*(1), 143-166. https://doi.org/10.1080/08856257.2023.2195074

Saraç, E. (2022). *Evaluating the educational situations of Syrian migrant children as a disadvantaged group in Turkey* (Unpublished master's thesis). Trakya University.

Seale, J., Geogerson, J., Mamas, C., & Swain, J. (2015). Not the right kind of 'digital Capital'? An examination of the complex relationship between disabled students, their technologies and higher education institutions. *Computers & Education*, 82, 118–128. https://doi.org/10.1016/j.compedu.2014.11.007

Şen Ersoy, N. (2023). Exploring open and distance education for disadvantaged groups in foreign language teaching: A systematic review. *RumeliDE Journal of Language and Literature Studies*, (Ö13), 1242-1253. https://doi.org/10.29000/rumelide.1379343

Seyidoğlu, N. (2024). *Developing the inclusive educational qualifications of social studies teachers who have foreign students in their class* (Unpublished doctoral thesis). Anadolu University.

Shahleh, O. K. (2021). *Facilitators and barriers of students with disabilities in their higher education processes: Istanbul University sample* (unpublished master's thesis). İstanbul University.

Shpigelman, C. N., Mor, S., Sachs, D., & Schreuer, N. (2022). Supporting the development of students with disabilities in higher education: access, stigma, identity, and power. *Studies in Higher Education*, *47*(9), 1776-1791. https://doi.org/10.1080/03075079.2021.1960303

Silverman, D. (2010). *Doing qualitative research*. SAGE Publication.

Smith, S. A., Woodhead, E., & Chin-Newman, C. (2021). Disclosing accommodation needs: Exploring experiences of higher education students with disabilities. *International Journal of Inclusive Education*, *25*(12), 1358-1374. https://doi.org/10.1080/13603116.2019.1610087

Temizkan, M. (2022). *Design and development of game based learning platform for special education* (Unpublished doctoral thesis). Bolu Abant İzzet Baysal University.

Tsagari, D. (2019). Introduction. *European Journal of Special Needs Education*, *34*(2), 152–155. https://doi.org/10.1080/08856257.2019.1581396

Tufan, M. (2018). *The effects of computer aided concept teaching with direct instruction model on concept acquisition of students with intellectual disabilities* (Unpublished doctoral thesis). Middle East Technical University.

Tuzcuoğlu Bülbül, N., & Sakız, H. (2020). Re-designing the German curriculum around inclusive education principles. *Education And Society in the 21st Century, 9*(27), 879-909. Retrieved from https://dergipark.org.tr/tr/pub/egitimvetoplum/issue/60522/889588

Uğur, Y. (2022). *Examining the web pages of students with disabilities units at higher education institutions* (Yayımlanmamış yüksek lisans tezi). Eskişehir Osmangazi University.

Ünal, R., & Aladağ, S. (2020). Investigation of problems and solution proposals in the context of ınclusive education practices. *Journal of Interdisciplinary Education: Theory and Practice*, *2*(1), 23-42. Retrieved from https://dergipark.org.tr/tr/pub/jietp/issue/54500/698889

UNICEF (2018). *UNICEF Türkiye yıllık raporu*. Retrieved from https://www.unicef.org/turkiye/media/7351/file/UNICEF%20TÜRKİYE%20YILLIK%20RAPORU%20-%202018.pdf

Vilar, E., & Beltrán-Palanques, V. (2019). Preface. *European Journal of Special Needs Education*, *34*(2), 151. https://doi.org/10.1080/08856257.2019.1581395

Weller, S. (2017). Using internet video calls in qualitative (longitudinal) interviews: Some implications for rapport. *International Journal of Social Research Methodology*, *20*(6), 613-625. https://doi.org/10.1080/13645579.2016.1269505

Wolf L. (2001). College students with ADHD and other hidden disabilities. *Annals of the New York Academy of Sciences, 931*(1), 385-395. http://doi.org/10.1111/j.1749-6632.2001.tb05792.x

Yaralı, D. (2015). The investigation of the prospective teachers' attitudes towards the individuals with special needs in terms of some variables. *Erzincan University Journal of Erzincan Faculty of Education*, *17*(2), 431-456. https://doi.org/10.17556/jef.02712

Yavuzkurt, T. (2024). *Examination of administrative applications for students with special needs in Turkish and American universities* (Unpublished doctoral thesis). Anadolu University.

Yazçayır, G. (2020). *Investigation of implementations in resource room for students with special needs* (Unpublished doctoral thesis). Anadolu University.

Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

Yıldırım, E. (2017). *An investigation into the asylum seekers -oriented inclusive education in social studies classes* (Unpublished master's thesis). Gazi University.

Yıldız, M. (2015). *The examination of effect of activities of high school students with mentally disabled students by getting peer teaching on attitude of the teaching of the disabled individuals and life quality of the mentally disabled students* (Unpublished master's thesis). Marmara University.

Yıldız, S. (2024). *Investigation development process of individualized educational plan (IEP) for pre-school children with special needs who continue their education through inclusion/integration* (Unpublished master's thesis)*. Bolu Abant İzzet Baysal University.

Yücel, F. H. (2023). Innovative policies and practices for ınclusion, diversity, equality, access and internationalization in higher education. *The Journal of International Education Science*, *10*(36), 343-364. http://doi.org/10.29228/INESJOURNAL.72033

Yükseköğretim Kurulu [YÖK] (2010). *Yükseköğretim kurumları engelliler danışma ve koordinasyon yönetmeliği.* Retrieved from https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=14214&MevzuatTur=7&MevzuatTertip=5

Yurttabir, H. L. (2019). Accessible foreign language instruction by universal design. *Medeniyet Eğitim Araştırmaları Dergisi*, *3*(2), 97-108. Retrieved from https://dergipark.org.tr/tr/pub/mead/issue/51633/642748

Ek

Interview Questions

- **Question 1**. How do you identify students with special needs in the classes where you teach Turkish as a foreign language? What are your criteria regarding this issue?
- **Question 2**. What are the attitudes, desires and concerns of students with special needs in the classes you teach towards learning Turkish?
- **Question 3.** Which language skills do students with special needs have the most difficulty with? What would you like to say about the reasons for this?
- **Question 4.** What would you like to say about the suitability of your curriculum and the textbooks you use for teaching Turkish to students with special needs?
- **Question 5.** What problems do you experience in the adaptation and interaction of students with special needs to the classroom? What do you do to minimize these?
- **Question 6.** What kind of support does TÖMER administration provide you with regarding students with special needs or what are your expectations from the administration?
- **Question 7.** What are the main difficulties/problems that students with special needs experience while learning Turkish? What do you recommend to overcome these problems?
- **Question 8.** How are the relationships of students with special needs with other students? What are the main problems or good examples you have experienced?
- **Question 9.** What would you like to say about the competence of teachers who teach classes with special needs students?
- **Question 10.** How do you conduct the course exams of students with special needs? Do you apply a different assessment and evaluation method than other students?

Geniş Özet

1. Giriş

Günümüzde tüm öğrenciler için aynı ölçüde, tek bir yaklaşıma dayalı, değişmez ve tek bir yabancı dil öğrenme ve öğretme yönteminin etkili olamayacağı (Tuzcuoğlu Bülbül ve Sakız, 2020) herkes tarafından bilinmektedir. Bu durumda birçok zorlukla karşı karşıya kalan özel gereksinimlilere yabancı dil öğretimi sürecini yönetmenin ne kadar zor (Şen Ersoy, 2023) olacağı açıktır.

Üniversiteye yönelik akademik hazırlık olan yabancı dil öğreniminin başarılı bir şekilde tamamlanması özel gereksinimli öğrenciler için akademik performans, entegrasyon ve okula devamlılık konusundaki boşlukların kapatılmasına katkıda bulunabilir. Grunau ve diğerlerine (2002) göre, engelli öğrenciler yüksek öğrenimde başarılı olmak için gerekli akademik yeteneğe sahiplerdir ve sadece kendilerine sunulan materyalin ihtiyaçlarına uygun bir şekilde sunulmasına gereksinim duymaktadırlar (Carroll ve diğerleri, 2020). Bu ihtiyaç, yabancı dil öğrenim süreci için oldukça kritik bir öneme sahiptir. Bu nedenle özel gereksinimlilere yabancı dil öğreniminde ek zorluklarla karşı karşıya kalan öğretmenlerin deneyimleri, gerekli politika, öğretimi planlama, uygulama, değerlendirme ve bireysel başarılarının izlenmesine katkıda bulunacaktır.

Araştırmanın amacı, özel gereksinimli öğrencilere yabancı dil olarak Türkçe öğreten öğretmenlerin deneyimlerini tanımlamak ve yorumlamaktır. Öğretici görüşmelerinden elde edilen verilerin bugüne kadar göz ardı edilen özel gereksinimli bireylere yabancı dil öğretiminde ihtiyaç duyulan düzenlemelerin ve dil öğretimi uygulamalarında karşılaşılan sorunların belirlenmesi, dil öğretim merkezlerindeki mevcut durumun analizi, öğretici yeterlikleri, akran ilişkileri ve öğretim materyallerinin etkililiğine yönelik mevcut durumun saptanması ve yapılacak müdahalelerin planlanması açısından önemli bir boşluğu dolduracağı düşünülmektedir.

Araştırmanın amacına bağlı olarak araştırmada aşağıdaki sorulara yanıt aranmıştır:

- Öğreticiler, özel gereksinimli öğrencileri nasıl tespit etmektedir?
- Özel gereksinimli öğrenciler, sınıf içinde hangi duygu durumlarını yaşamaktadır?
- Özel gereksinimli öğrencilerin sınıf ortamı ve akran ilişkileri nasıldır?
- Öğreticilerin özel gereksinimli öğrencilere yönelik karşılaştıkları öğretim engelleri nelerdir?
- Özel gereksinimli öğrencilerin özel gereksinimleri nedeniyle öğretim sürecinde karşılaştıkları engeller nelerdir?
- Özel gereksinimli öğrencilerin yaşadıkları sorunların çözümü için öğreticilerin önerileri nelerdir?

2. Yöntem

Araştırmada, yabancı dil olarak Türkçe öğretimi yapılan ve özel gereksinimli öğrenci bulunan sınıflarda ders veren öğreticilerin öğretme süreçlerindeki deneyimlerinin açığa çıkarılması amaçlandığı için araştırma, nitel araştırma yöntemlerinden biri olan fenomenolojik desen ile yürütülmüştür. Araştırmanın katılımcılarını, on öğretici oluşturmaktadır. Katılımcılar, sınıfında yabancı dil olarak Türkçe öğrenen özel gereksinimli öğrenci bulunma ölçütüne göre belirlenmiştir. Katılımcıların görme zorluğu, konuşma zorluğu (kekemelik), otizm, hiperaktivite bozukluğu, disleksi (okuma ve yazma bozukluğu), bipolar, işitme zorluğu, öğrenme güçlüğü, eli kullanamama ve yürüme zorluğu durumlarını yaşayan öğrencileri özel gereksinimli öğrenci olarak değerlendirmişlerdir.

Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerin toplanabilmesine yönelik etik kurul izni, Ordu Üniversitesi

Eğitim Araştırmaları Etik Kurulundan (23.02.2024 Tarihli 03 Oturum Sayılı 2024-34 Karar Numarası) alınmıştır. Yapılan görüşmeler ses kaydına alınmış ve araştırmacılar tarafından yazılı hale getirilmiştir. Görüşmelerin yazılı metinleri, katılımcılara gönderilerek onayları alınmıştır. Araştırmanın verileri, içerik analizi ile çözümlenmiştir. İçerik analizi kategorisel olarak yapılmıştır. Veriler, MAXQDA 20 nitel veri analizi programına aktarılmış ve analiz işlemi, program üzerinden gerçekleştirilmiştir. Veriler, iki araştırmacı tarafından kodlanmıştır. İki araştırmacının kodlamaları arasında yüksek düzeyde uyuşma olduğu için kodlamalar güvenilir kabul edilmiştir.

3. Bulgular

Öğreticilerin yabancı dil sınıflarında özel gereksinimli öğrenciyi belirlemede; sınıf içi gözlem, refakatçi ile derse gelme, yönetimin bildirmesi ve diğer öğreticilerden bilgi alma kodları ortaya çıkmıştır. Öğreticiler; fiziksel engeli olan ve tanı koyulmuş özel rahatsızlıkları bulunan öğrencileri; refakatçi ile derse gelmelerinden ve yönetimin onlara bildirmesinden öğrenmektedirler. Buna karşın kekemelik, öğrenme güçlüğü, disleksi gibi özel durumları ise sınıf içi gözlem sürecinde tanılayabilmektedirler. K1 kodlu öğretici, *"Ya bakıcısı ya annesi oluyordu. Veli ile derse geliyordu. Ellerini kullanamadığı için dersin takibini onlar yapıyordu aslında öğrenci değil. Refakatçisi ile derse alıyorduk."* görüşü ile öğrencinin özel durumunu derse refakatçi ile gelmesinden belirlediklerini ifade etmiştir. K5 kodlu öğretici, *"Bipolar öğrencinin bipolar teşhisi konduğu raporu vardı. İdare bize bildirdi ama onun dışındakileri biz kendimiz fark ettik."* görüşü ile tanısı olan özel gereksinim durumlarının yönetim tarafından bildirildiğini ancak tanısı belgelenmemiş özel gereksinimli öğrencileri sınıf içi gözlemleriyle fark ettiklerini belirtmektedir. Bu durum öğreticilerin özel gereksinimli öğrencilere yönelik gözlem becerilerinin işe koşulmasının önemli olduğunu göstermektedir. K10 kodlu öğretici, *"Sorduğum herhangi bir soruya cevap vermek istedi. Öğrencinin konuşmaya başlaması bir iki dakikayı buldu. Daha sonra yüz hareketlerinde ve harflerin çıkışında sorunlar olduğunu fark ettim. Mevcut tecrübelerime dayanarak kekemelik sorunu olduğunu gözlemledim."* görüşü ile öğrencinin özel gereksinim durumunu nasıl belirlediğini ifade etmiştir.

Öğreticilerin yabancı dil olarak Türkçe öğretimi yaptıkları sınıflarda özel gereksinimli öğrencilerin duyuşsal durumlarına yönelik yüksek düzeyde öğrenme isteği, öğrenme isteksizliği, olağan dışı davranma, çekingen olma, kaygılı olma, kendini diğerlerinden farklı görme, durumunu kabullenmeme, refakatçinin yardımını istememe ve durumunu kabullenme kodları ortaya çıkmıştır. Öğreticiler, özel gereksinimli öğrencilerin sınıf içerisinde çoğunlukla öğrenme isteklerinin fazla olduğunu, öğrenme isteksizliği yaşayanların da olduğunu ve olağan dışı davranışlarda bulunduklarını belirtmişlerdir. Özel gereksinimli öğrencilerin yüksek düzeyde öğrenme isteklerinin olması, dil öğrenme süreci açısından olumlu bir duyuşsal durumdur. K6 kodlu öğretici, *"İstek olarak bir şeyleri başarma azmi vardı. Ben yapabilirim, benim bir farkım yok isteği vardı. Bu konuda çok istekli ve daha fazla çalışıyordu diğer öğrencilere nazaran."* görüşü ile öğrencinin yüksek motivasyona sahip olduğunu ifade etmiştir. Buna karşın öğrenme isteksizliği yaşayan özel gereksinimli öğrencilerin de bulunduğu ortadadır. K5 kodlu öğretici, *"İsteksizlik vardı. Kaygı diyemem açıkçası ama bir isteksizlik vardı. Dolayısı ile başarısız oldu."* görüşü ile öğrencinin isteksizliğinden kaynaklanan başarısızlığını ifade etmiştir. Bu durumda öğreticilere bu öğrencilerin öğrenme isteksizliğinin, kaygılarının, çekingenliklerinin ortadan kaldırılması için sorumluluklar düşmektedir. Bunun yanı sıra sınıf içerisinde olağan dışı davranma durumları ile öğreticilerin başa çıkabilmesi ve sınıf yönetimini sağlaması gerekmektedir. K3 kodlu öğretici, *"Bir anda ses yükseliyor ve irkiliyor yanındaki arkadaşı da sınıftaki bütün öğrenciler de ne olduğunu anlamaya çalışıyor. Öğrencinin özel durumunu anlamak yerine böyle bir kişi ile aynı anda ders almak, diğer*

öğrencilerde bir şaşkınlık yarattı." görüşü ile özel gereksinimli öğrencilerin olağan dışı tepkilerinin sınıf ortamına nasıl yansıdığını ifa etmiştir.

Öğreticilerin yabancı dil olarak Türkçe öğretimi yaptıkları sınıflarda özel gereksinimli öğrencilerin sınıf ortamındaki durumları ve akran ilişkilerine yönelik akran desteğinin olması, sınıfın öğrenciyi kabullenmesi, kendini sınıfın bir parçası görme, otizmli öğrencinin sınıfta kabul görmemesi, disleksi olan öğrencinin sınıfa uyum sorunu yaşaması kodları ortaya çıkmıştır. Öğreticiler, özel gereksinimli öğrencilerin sınıf içerisinde çoğunlukla öğrenciler tarafından kabul gördüğünü ve akranlarından destek alabildiklerini belirtmişlerdir. K9 kodlu öğretici, *"Öğrenci sınıfta normal gibi karşılanıyordu. Hani hiçbir şekilde birbirlerine alınganlıkları ya da kırılganlıkları olmuyordu. Sınıf içerisinde öğrenci sadece görüntüde görme engelli gibiydi. Sınıfta görme engeliyle ilgili şakalaşmalar bile yapabiliyordu diğer öğrencilere."* görüşü ile sınıfın öğrenciyi dışlamadan kabul ettiğini ifade etmiştir. Sınıf içerisinde özel gereksinimli öğrencilerin sınıfa uyum sağlamaları ve diğer öğrenciler tarafından kabul görmeleri olumlu bir durumdur. Bunun yanı sıra özel gereksinimli öğrencilerin arkadaşlarından destek görmesi onların duyuşsal zorlukları aşmalarında önemli bir etkendir. K3 kodlu öğretici, *"Arkadaşları çok pozitif yaklaşıyorlardı. Doğru yazdığında onu alkışlıyorlardı ve o da sevinip diğer soruya da cevabı yazmak istiyordu. Yani daha da hevesleniyordu."* görüşü ile akran desteğinin öğrencinin öğrenme isteğini artırdığını ifade etmiştir. Bunlara karşın otizmli öğrencinin sınıfta kabul görmemesi ve disleksi olan öğrencinin de sınıfa uyum sorunu yaşadığı belirtilmiştir. Bu durumda öğreticilerin sınıfı yönetmesi zorlaşmaktadır. K7 kodlu öğretici, *"Benim gözlemlediğim kadarıyla otizmli öğrenciye yönelik aralarında bir kişi bile empati kurmuyor. Kendilerini öğrencinin yerine koyamıyorlar. Öğrenciye sadece gülüyorlar, onu kabullenmiyorlar ve dışlıyorlar. Öyle olduğu zaman yani ders içerisinde ben de bir öğretmen olarak çok zorlanıyorum."* görüşü ile öğrencinin dışlanma durumunu ve bu durum karşısında yaşadığı zorluğu ifade etmiştir.

Özel gereksinimli öğrencinin olduğu sınıflarda öğreticilerin yaşadıkları ve karşılaştıkları durumlara ilişkin öğrenciye ayrıca zaman ayırma, öğrenciye nasıl anlatacağını bilememe, yönetimin öğreticiyi desteklememesi, öğreticilerin eğitim alma ihtiyacı, duygusal olarak zorlanma, uygun materyal bulma zorluğu ve öğreticinin sınıf yönetiminde zorlanması kodları ortaya çıkmıştır. Bu durum öğreticilerin özel gereksinimli öğrenciye Türkçe öğretimi sürecimde zorlandıklarını göstermektedir. K4 kodlu öğretici, *"İşitme ve konuşma engeli olan öğrencilerim hep daha fazla ders gerekiyor. Daha çok özel ilgilenme gerektiriyor. Özel zaman ayırmayınca öğrenci derste sıkılıyor."* görüşü ile özel gereksinimli öğrencilere ayrıca zaman ayrılması gerektiğini ifade etmiştir. K2 kodlu öğretici de benzer bir görüşü, *"Çok uzun zamanlar olmasa da mutlaka ayrı zaman ayırıyordum."* şeklinde ifade etmiştir. Bu duruma karşın öğreticilerin özel gereksinimli öğrencilere ders konusunu nasıl anlatacaklarını bilememeleri önemli bir soruna işaret etmektedir. K10 kodlu öğretici, *"Yani ne yapabilirim, duygusunu yaşadım. Nasıl faydalı olabilirim veya bu öğrenciyi konuşma becerisini nasıl ilerletebilirim kaygısını yaşadım."* görüşü ile içine olduğu durumun zorluğunu ifade etmiştir. K1 kodlu öğretici de yaşadığı zorluğu, *"Öğrenciyi gördüm. Direkt kendimi o kadar yetersiz hissettim ki. Nasıl yapacağım hani öğrenciye zaman ayırsam diğer öğrencilerden tepki olabilir mi diye düşünüyorum."* görüşü ile ifade etmiştir. Bu konuda yönetimin öğreticiye gerekli motivasyon ve araç-gereç desteği vermemesi ise sorunu daha da çözülemez bir noktaya getirmektedir. K3 kodlu öğretici, *"Yönetimin destek olmasını beklerdim. Öğrenciye karşı bize karşı en azından bilgilendirme yapılabilirdi. Ya da izleyeceğimiz adımları birlikte planlayabilirdik."* görüşü ile yönetimden destek göremediğini ifade etmiştir.

Öğreticilerin yabancı dil olarak Türkçe öğretimi yaptıkları sınıflarda özel gereksinimli öğrencilerin yaşadıkları öğretim süreci sorunlarına ilişkin ders kitaplarının uygun olmaması, okuma, dinleme, konuşma ve yazma becerisi sorunları ile ölçme ve değerlendirme sorunu kodları ortaya

çıkmıştır. Yabancı dil olarak Türkçe öğretimine yönelik ders kitaplarının özel gereksinimli öğrencilere uygun olmaması, öğretim süreci açısından önemli bir eksikliktir. Bu durum öğreticiler için öğretim sürecinde önemli bir soruna işaret etmektedir. K3 kodlu öğretici, "*Şimdi ders kitaplarımız özel gereksinimli öğrenciler için kesinlikle uygun değil çünkü sağlıklı bireyler için hazırlanmış standartlar dahilinde basılmış kitaplar. Yardımcı kitaplar da aynı şekilde, etkinlikler de.*" görüşü ile Türkçe öğretimi için hazırlanmış ders materyallerinin özel gereksinimli öğrencilere uygun olmadığı ifade etmiştir. K9 kodlu öğretici, "*Yani görme engellilere yönelik bir kitap ya da materyal yoktu. Özellikle yazmayı nasıl yapacağımı bilemiyordum.*" görüşü ile görme engelli öğrenciye uygun ders kitabı olmadığını ifade etmiştir. K1 kodlu öğretici, "*Ders kitabında var mı öğrenciye göre bir şey? Hayır. Hiçbir şey yok. Bu konuda ders kitapları çok yetersiz.*" görüşü ile benzer bir durumu ifade etmiştir.

Yabancı dil olarak Türkçe öğretimi yapılan ve özel gereksinimli öğrencinin olduğu sınıflarda yaşanan sorunların çözümüne ilişkin engel türlerine göre materyal hazırlama, ölçme ve değerlendirmenin bireyselleştirilmesi, öğreticinin sabırlı ve hoşgörülü olması, öğreticinin öğrenciye uygun materyal hazırlaması, öğrenciyi kabullenme ve sürece dahil etme, uygun ortam ve koşulların sağlanması, öğretiye yönlendirme yapılması, ayrı bir eğitim programının olması kodları ortaya çıkmıştır. Öğreticiler, özel gereksinimli öğrencilere yabancı dil olarak Türkçe öğretiminde yaşanan sorunların çözümüne yönelik çoğunlukla özel gereksinim durumuna göre ders materyallerinin hazırlanması, özel gereksinimli öğrencilerin ölçme ve değerlendirmelerinin onlara özgü olması, öğreticinin sabırlı ve hoşgörülü olması önerilerini belirtmişlerdir.

4. Sonuç

Öğreticilerin özel gereksinimli bireylere yabancı dil öğretiminde mesleki açıdan gelişmeye istekli, öğretme konusunda büyük bir motivasyona sahip, farklılıklara duyarlı ve çok yönlü profile sahip oldukları belirlenmiştir.

Öğreticiler; başta özel gereksinimli öğrenciyi belirleyebilme, sınıf yönetimi, engel türüne göre materyal bulma veya hazırlama, engel türüne yönelik özel öğretim tasarımı, ölçme değerlendirmede gibi birçok konuda da zorluk yaşadıkları ve bu zorlukları aşmak adına yönetimlerinden yeterli desteğin verilemediği noktasında benzer düşüncelere sahiptirler.

Öğreticiler; yabancı dil öğretimi yaptıkları sınıflarda görme, işitme zorluğu, kekemelik, otizm, hiperaktivite bozukluk, disleksi, bipolar, işitme zorluğu, öğrenme güçlüğü, eli kullanamama ve yürüme zorluğu durumları olan çok çeşitli öğrencilerle karşılaşmaktadırlar. Öğreticilerin yaptıkları uygulamaların doğruluğundan emin olmamakla birlikte ne yapacaklarını bilememeleri bu alandaki en temel eksikliğe işaret etmektedir.

Özel gereksinimli öğrenciyi belirlemede, engelin türüne göre (görünür veya görünmez) farklılık olduğu belirlenmiştir. Bu kapsamda yabancı dil sınıflarında görünür engellere sahip öğrencilerin tespitinde engelin fiziki eksiklik veya aykırılık nedeniyle fark edilmesi, refakatçi ile derse gelme, yönetimin bildirmesi ve diğer öğreticilerin bilgilendirmesi gibi durumlar ön planda iken buna karşın hiperaktivite bozuklukları, kekemelik, öğrenme güçlüğü, disleksi gibi özel durumları ise öğreticiler, sınıf içi gözlem sürecinde belirleyebilmektedirler.

Öğreticiler, özel gereksinimli öğrencilerin yabancı dil öğrenimine yönelik duyuşsal durumlarında farklılıklar olduğunu deneyimlemişlerdir. Öğrencilerde genel olarak yüksek düzeyde öğrenme isteğinin olduğuna ilişkin önemli bulgular ortaya çıkmıştır. Öğreticiler; öğrencilerin bazılarında çekingen olma, kaygılı olma, durumunu kabullenmeme gibi durumların yaşandığını belirtmiştir. Öğreticilerin bu durumları bilmesi, özel gereksinimli bireylere yönelik yabancı dil öğretim sürecinin yapılandırılmasında yol göstericidir.

Öğreticiler, özel gereksinimli öğrencilerin sınıf içerisinde çoğunlukla öğrenciler tarafından kabul gördüğünü ve akranlarından destek alabildiklerini belirtmişlerdir. Çalışma, özel gereksinimli öğrencilere yönelik akran desteğinin olması, sınıfın öğrenciyi kabullenmesi, kendini sınıfın bir parçası görme gibi durumların akademik başarıyı artırıcı ve sosyal uyumu sağlayıcı özelliğinin olduğunu ortaya koymuştur. Özel gereksinimli öğrencinin sınıfta kabul görmediği durumları deneyimleyen öğreticiler, bu öğrencilerin sınıfta kabul görmesi için sınıfı motive edici bir anlayışla yöneterek bu sorunu çözmeye çalıştıklarını belirtmişlerdir. Öğreticiler; anlayışlı, sabırlı ve hoşgörülü öğretmen tavırlarının öğrencinin diğer öğrenciler tarafından kabul görmesinde olumlu bir sınıf ortamı oluşturduğunu vurgulamışlardır.

Öğreticilerin yabancı dil öğretiminde mesleki açıdan gelişmeye istekli, öğretme konusunda büyük bir motivasyona sahip olmalarına rağmen engel türüne göre materyal bulma, hazırlama ve uyarlama, dil becerilerini geliştirme ve ölçme değerlendirme uygulamalarında ciddi derecede zorlandıkları belirlenmiştir. Karşılaşılan bu zorluklar ise süreç içerisinde mesleki yetersizlik algısı oluşturmakta ve motivasyon kaybına yol açmaktadır. Bu da yabancı dil öğreticilerinin özel gereksinimli öğrencilerin özel eğitim ihtiyaçlarını karşılamaya yönelik eğitim almaları gerekliliğini, bir kez daha kanıtlamaktadır.

Öğretici deneyimleri yabancı dil öğrenme sürecinde özel gereksinimli öğrencilerin bireyselleştirilmiş öğretim, değerlendirme uygulamalarında esneklik, teknolojiye ve fiziki mekanlara erişim vb. konularda dezavantajlı duruma düştüklerini göstermiştir. Bu noktada özellikle ölçme ve değerlendirme uygulamalarında özel gereksinimli öğrencilere esneklik ve çeşitlilik sağlanmaması bütün öğreticiler tarafından vurgulanan en temel sorundur.

Araştırmanın sonuçlarından hareketle çeşitli öneriler geliştirilmiştir. Bu öneriler şunlardır: Türkçe dil öğretim merkezlerinde çalışan öğretmenlere, özel gereksinimli öğrencilere yönelik eğitim verilebilir. Özel gereksinimli öğrencilere yönelik ders materyalleri hazırlanabilir. Özel gereksinimli öğrencilerin özel gereksinimlerini karşılamak için kişinin engeline göre özel ders materyali hazırlanabilir. Türkçe dil öğretim merkezleri tarafından özel gereksinimli öğrencilerin yaşadığı duygusal engelleri aşmak için çeşitli önlemler alınabilir. Özel gereksinimli öğrencilere yönelik ölçme ve değerlendirme süreçleri öğrencilere özel olarak düzenlenebilir. Özel gereksinimli öğrencileri tespit etmek ve öğretim sürecini sorunsuz bir şekilde yürütmek için yönetim ve öğretmenler arasında iş birliği oluşturulmalıdır. Yabancı dil olarak Türkçe öğretimi konusunda özel gereksinimli öğrencilerin yaşadığı sorunları çözmeye yönelik uygulamaya dayalı bilimsel araştırmalar yapılmalıdır.

Yayın Etiği Beyanı

Bu araştırmanın, Ordu Üniversitesi tarafından 23.02.2024 tarihinde 2024-34 sayılı kararıyla verilen etik kurul izni bulunmaktadır. Bu araştırmanın planlanmasından, uygulanmasına, verilerin toplanmasından verilerin analizine kadar olan tüm süreçte "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

Araştırmacıların Katkı Oranı Beyanı

Birinci Yazar %50, İkinci Yazar %50 oranında katkı sağlamıştır

Destek ve Teşekkür

Araştırmaya katılan katılımcılara, deneyimlerini bizlerle paylaştığı için teşekkür ederiz.

Çatışma Beyanı

Makalenin herhangi bir aşamasında maddi veya manevi çıkar sağlanmamıştır. Araştırmanın yazarları olarak herhangi bir çıkar/çatışma beyanımız olmadığını ifade ederiz.