




The Place of Inclusive Education in the New English Language Teacher Education Program of Turkey

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Abstract

Several factors such as being a migrant and refugee can lead to learning difficulties for students who learn English. English language teachers can work with such students. To ensure all students in an English language class can have access to teaching materials and become successful, inclusive practices should be used in English language teaching. For the success of inclusive practices, inclusive education should be included in English language teacher education. However, the literature has revealed that preservice and in service English language teachers lack enough training on inclusive education. Therefore, the present study aimed to evaluate the new English language teacher education program (ELTEP) of Turkey to find out whether it trains preservice English language teachers on inclusive education. It was designed as a qualitative study in which the new ELTEP of Turkey was used as the data collection tool and document analyzed. The results have shown that the new ELTEP of Turkey includes six courses relating to inclusive education, so it trains preservice English language teachers on inclusive education. The results were discussed with the findings of the literature review. Limitations of the study were mentioned and suggestions for further studies were made.

Keywords: English language teacher education program, Inclusive education, Turkey.

Article Type:

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Ethics Declaration:

As the present study is a document analysis study, ethics committee approval is not required.

Türkiye'nin Yeni İngilizce Öğretmeni Eğitim Programında Kapsayıcı Eğitimin Yeri

Öz

Göçmen ve mülteci olmak gibi birçok faktör, İngilizce öğrenen öğrenciler için öğrenme zorluklarına neden olabilir. İngilizce öğretmenleri böyle öğrencilerle çalışabilirler. Bir İngilizce sınıftaki tüm öğrencilerin eğitim materyallerine ulaşabileceğinden ve başarılı olabileceğinden emin olmak için, kapsayıcı uygulamalar İngilizce öğretiminde kullanılmalıdır. Kapsayıcı uygulamaların başarısı için, kapsayıcı eğitim İngilizce öğretmeni yetiştirme programında bulunmalıdır; fakat alan yazın öğrenci ve çalışan İngilizce öğretmenlerinin kapsayıcı eğitim konusunda yeterli eğitimleri olmadığını ortaya çıkarmıştır. Bu nedenle, bu nitel çalışma, Türkiye'nin yeni İngilizce öğretmeni eğitim programını, öğrenci İngilizce öğretmenlerini kapsayıcı eğitim konusunda eğitip eğitmediğini bulmak için değerlendirmeyi amaçlamıştır. Türkiye'nin yeni İngilizce öğretmeni eğitim programı, veri toplama aracı olarak kullanılmış ve doküman analizine tabi tutulmuştur. Bulgular, Türkiye'nin yeni İngilizce öğretmeni eğitim programının kapsayıcı eğitimle alakalı altı dersi içerdiğini ve böylelikle öğrenci İngilizce öğretmenlerini kapsayıcı eğitim konusunda eğittiğini göstermiştir. Bulgular, alan yazından elde edilen bulgular ile tartışılmıştır. Çalışmanın sınırlılıklarına değinilmiş ve sonraki çalışmalar için önerilerde bulunulmuştur.

Anahtar Kelimeler: İngilizce öğretmeni eğitim programı, Kapsayıcı eğitim, Türkiye.

Introduction

Being a member of displaced populations (Kennett, 2019) and minority ethnic groups (Hutchinson, 2019), being a migrant and refugee student (Smith, 2018), gender (Ingram, 2019), having special educational needs and disability (Dexter, 2019; Smith, 2018), and social, emotional, and behavioral difficulties (Smith, 2018) may cause students learning English to have difficulty in learning English in the classroom (Dexter, 2019; Hutchinson, 2019; Ingram, 2019; Kennett, 2019; Smith, 2018). These situations may create barriers which may neglect students' differences during the instruction in the classroom (Dexter, 2019; Hutchinson, 2019; Ingram, 2019; Kennett, 2019; Smith, 2018) and so avoid their having equal chances to learn successfully (Smith, 2018). That is, students learning English may have diverse learning needs due to these situations, but if their needs are not met, they may not reach and understand the contents in English language classrooms. Therefore, they may not be included in English language teaching and learning process equitably (Smith, 2018).

Inclusive education and inclusion value all students (Smith, 2018; Van Kraayenoord, Miller, Moni & Jobling, 2009). Valuing all students means appreciating that each student is different and has their own strengths and weaknesses as well as their individual ways of learning English (Smith, 2018). This feature of inclusion makes equity essential for inclusive education since equity can provide students with learning difficulties with what is required for them to succeed in learning English (Miller, 2016; Smith, 2018).

Inclusive education can assist English language teachers to develop an inclusive English language teaching environment and differentiate their English language teaching to students with learning difficulties (Smith, 2018; Van Kraayenoord et al., 2009). Thus, inclusive education in English language teacher education has become significant now that English language teachers can have knowledge about what may cause students to have difficulty in learning English and how they can address students' difficulties in their instruction through inclusive education in English language teacher education (Smith, 2018). Knowledgeable English language teachers in terms of inclusive education can apply different strategies such as contextualizing their instruction and providing students with a lot of opportunities to be engaged in the contents of their lessons so that they can be sure that all students in their classes can have access to instructional materials used in the classroom and can be successful (Miller, 2016).

Different studies have proved that inclusive practices in English language teaching can help students with learning difficulties to improve themselves in different aspects of learning English (Orosco & O'Connor, 2014) such as writing in English (Jozwick & Cuenca Carlino, 2020; Van Kraayenoord et al., 2009) and understanding academic content and vocabulary (O'Connor et al., 2019). Yet, the success of inclusive practices in English language teaching can be hindered by national policies in English language teaching (Acuña & Cárdenas, 2017) and lack of inclusive education in English language teacher education (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalelkanova, 2019). It was found out that preservice English language teachers had positive views on and attitudes toward inclusive education in teaching English (Aksu Ataç & Taşçı, 2020; Zhalelkanova, 2019), but lacked enough training on inclusive education (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalelkanova, 2019). Because of the lack of training on inclusive education in English language teacher education, inservice English language teachers may feel under-prepared (Smith, 2006) and lack enough confidence (Arribas, del Río, Peñalver & Sigona, 2020; Rezai, Jabbari & Ahmadi, 2018; Smith, 2006) and pedagogical skills (Heijnen Maathuis, 2019) to work with students who have difficulties in learning English even though their attitudes toward inclusive education in English language teaching were positive (Arribas et al., 2020). This situation may cause stress and confusion (Rezai et al., 2018) and the lack of awareness of difficulties (Heijnen Maathuis, 2019; Rezai et al., 2018) in inservice English language teachers. To avoid such issues, English language teacher education was suggested to include and focus on inclusive education (Aksu Ataç & Taşçı, 2020; Arribas et al., 2020; Kiyawa, 2015).

This literature review has indicated the significance of including inclusive education in English language teacher education for the successful implementation of inclusive English language teaching practices. Therefore, evaluating the new English language teacher education program (ELTEP) of Turkey by the Higher Education Council of Turkey (2018) to find out whether it trains preservice English language teachers on inclusive education becomes significant, but it was not evaluated in terms of inclusive education because two evaluation studies related to it were found in the literature. It was compared with the ELTEP prepared in 2006 (Yaman, 2018) and with the ELTEPs prepared in 1998 and 2006 (Çelik & Kasap, 2019). Therefore, the present study aimed to evaluate it to find out whether it trains preservice English language teachers on inclusive education by answering the research questions below:

- Does the new ELTEP of Turkey allocate any content to inclusive education?
 - a. If so, what is/are the course/the courses?
 - b. What does/do the course/courses educate preservice English language teachers on?

Method

Research design

The present study employed qualitative research design as qualitative research design allowed for a detailed and complex understanding necessary for exploring inclusive education in the new ELTEP of Turkey as a human and social issue as Creswell (2007) stated.

The data

The new *English Language Teacher Education Program* of Turkey by the Higher Education Council of Turkey (2018) was used as the data collection tool.

It was content analyzed depending on the suggestions of Yıldırım and Şimşek (2013) for content analysis. The researcher read it many times and derived six codes from it. He organized and presented the data without making comments according to the derived codes. The data were interpreted by him without any conflict with the description of the data.

Trustworthiness

A colleague of the researcher also content analyzed the new ELTEP of Turkey. After completing their content analyses, the researcher and his colleague compared their analyses with each other and dealt with the differences in their analyses by reaching a consensus.

Results

The findings were presented according to the six codes derived from the new ELTEP of Turkey: special education, attention deficit hyperactivity disorder, hospitalized children, inclusive education, learning difficulty, and individualization.

Special education

Special education is the focus of the special education and inclusion course. This course informs preservice English language teachers on the basic concepts, principles, identification, and evaluation of special education. It also teaches them

- how to individualize their instruction,
- what inclusion and special education services are,
- what the features of different ability and inability groups are,
- how to manage a classroom effectively, and
- what kind of instructional approaches and techniques are relevant to different ability and inability groups.

Attention deficit hyperactivity disorder (ADHD)

The attention and deficit hyperactivity course focuses on ADHD. It educates preservice English language teachers on the definition, symptoms, features, types, and causes of ADHD. Moreover, it trains them on how ADHD can affect students socially, emotionally, and academically. Preservice teachers also learn how they can deal with, train, and guide students with ADHD.

Hospitalized children

Educating hospitalized children is the focus of the education of hospitalized children course. Preservice English language teachers are trained on the interests, psychological situations, needs, and development features of hospitalized children in different age groups. In addition, they learn how to interact with hospital staff, hospitalized children, their families, and their teachers. They study how to develop and prepare instructional plans for hospitalized children as well.

Inclusive education

Inclusive education is taught in the inclusive education course. Preservice English language teachers learn the definition, importance, content, standards, and approaches of inclusive education. Moreover, they are taught teacher roles, education programs, practices, values, lesson preparation, materials, and attitudes in inclusive education. Additionally, the course gives them information about how

- to differentiate and plan instruction,
- to develop inclusiveness in lesson materials and inclusive activities,
- to understand and realize the features that differentiate students,
- to instruct effectively,
- to use language, and
- to provide psycho-social support.

Learning difficulty

Learning difficulties are studied in the learning difficulty course. Preservice English teachers study the definition, classification, features and causes of learning disabilities. Furthermore, they learn the factors, identification, and prevalence of learning difficulties. They are also trained how

to support the academic and nonacademic skills of students with learning difficulties through scientific practices.

Individualization

Individualization is focused on in the individualization and adaptation of teaching course. Preservice English language teachers learn:

- what individualization is,
- why it is significant in education,
- how they can individualize instruction,
- how they can determine long-term and short-term learning objectives in individualized teaching,
- what the regulations for inclusion in classes and schools are,
- how they can adapt instruction, and
- how they can develop different assessment tools and evaluation rules for individualized instruction.

Discussion

The findings of the present study have shown that the new ELTEP of Turkey can train preservice English language teachers on inclusive education through six courses so that they can have enough information about inclusive education unlike the ones who were reported to lack sufficient inclusive education training (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalelkanova, 2019). In the special education and inclusion, education of hospitalized students, learning difficulty, and attention deficit hyperactive disorder courses, preservice English language teachers learn the definitions, features, and causes of the factors that cause students to have difficulties in learning English in the classrooms. Thus, they can have enough knowledge about what may cause students to have difficulty in learning English and how they can address students' difficulties in their instruction by raising their awareness of such difficulties (Heijnen Maathuis, 2019; Rezai et al., 2018).

The special education and inclusion, education of hospitalized students, learning difficulty, and attention deficit hyperactive disorder courses also train preservice English language learners on how to work with students with learning difficulties since they inform preservice English language teachers on how to develop and prepare instructional plans relevant to the features and learning needs of such students. Therefore, preservice English language teachers can identify what may cause learning difficulties in their classes, develop an inclusive English language learning environment, apply different inclusive strategies, and differentiate their instruction for students with learning difficulties as Miller (2016) and Smith (2018) mentioned.

The learning of preservice English language teachers related to inclusive education can be promoted more by the inclusive education and individualization and adaptation of teaching courses. The inclusive education course provides them with a comprehensive training on inclusive education from its definition to developing instruction relevant to students who have different difficulties in learning English due to different reasons. This comprehensive training can enhance preservice English language teachers' understanding of inclusive education, their roles in inclusive education, and their ways of promoting inclusiveness in their classes. As differentiating instruction for students with learning difficulties is targeted in inclusive English language teaching (Smith, 2018), differentiating instruction requires individualizing and adapting teaching to such students. What preservice English language teachers can learn in terms of differentiating instruction in the special education and inclusion, education of hospitalized students, learning difficulty, and attention deficit hyperactive disorder courses can be promoted and enhanced by the individualization and adaptation of teaching course. Preservice English language teachers can individualize and adapt their instruction, determine long-term and short-term learning objectives of their individualized instruction, and develop different assessment tools and evaluation rules for their individualized instruction in this course.

Lack of training on inclusive education in English language teacher education may lead to feeling under-prepared (Smith, 2006), the lack of enough confidence (Arribas et al., 2020; Rezai et al., 2018; Smith, 2006) and pedagogical skills (Heijnen Maathuis, 2019), the lack of awareness of difficulties (Heijnen Maathuis, 2019; Rezai et al., 2018), and feeling stressed and confused (Rezai et al., 2018) in working with students who have difficulties in learning English. Yet, preservice English language teachers may not experience such problems when working with such learners due to six courses included in the new ELTEP of Turkey.

The Higher Education Council of Turkey (1998, 2007) prepared two ELTEPs before the new ELTEP. Any of the courses available in the new ELTEP were not included in the 1998 ELTEP, while the special education course was included in the 2006 ELTEP. Therefore, the new ELTEP of Turkey can help train preservice English language teachers about inclusive education and prepare them to deal with the issues requiring inclusive education in their English classes more compared to the other ELTEPs of Turkey.

Conclusion

The findings of the present study have shown that preservice English language teachers can receive sufficient training on inclusive education in the new ELTEP of Turkey through six courses. These courses are as follow:

- special education and inclusion,
- education of hospitalized students,
- learning difficulty,
- attention deficit hyperactive disorder,
- inclusive education, and
- individualization and adaptation of teaching.

These courses educate them on the features of students who have learning difficulties in learning English and how they can contribute to such students in their English classes.

Limitations of the Study and Suggestions for Further Studies

The study is limited to the ELTEP of Turkey. However, a similar curriculum evaluation can be made for the ELTEPs of different countries. Thus, ELTEP developers can find out the strengths and weaknesses of their teacher education programs in terms of inclusive education and can improve their programs by dealing with the weaknesses of the programs. Further studies can also be made by the lecturers of the courses found in the new ELTEP of Turkey in order to find out how these courses may affect preservice English language teachers' attitudes toward, perceptions about, and knowledge on the different aspects of inclusive education.

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Genişletilmiş Özet

Giriş

Yerinden edilmiş topluluklar (Kennett, 2019) ve küçük etnik grupların (Hutchinson, 2019) bir üyesi olmak, göçmen ve mülteci bir öğrenci olmak (Smith, 2018), cinsiyet (Ingram, 2019), özel eğitim ihtiyaçları ve engeli olmak (Dexter, 2019; Smith, 2018) ve sosyal, duygusal ve davranış zorlukları (Smith, 2018) İngilizce öğrenen öğrencilerin sınıfta İngilizce öğrenirken zorluk yaşamalarına neden olabilir (Dexter, 2019; Hutchinson, 2019; Ingram, 2019; Kennett, 2019; Smith, 2018). Bu durumlar, öğrencilerin ders sırasında farklılıklarını göz önünde bulundurmayan bariyerler oluşturabilir (Dexter, 2019; Hutchinson, 2019; Ingram, 2019; Kennett, 2019; Smith, 2018) ve başarılı bir şekilde öğrenmeleri için onların eşit fırsatlara sahip olmasını engelleyebilir (Smith, 2018). Bu nedenle, İngilizce eğitimi ve öğretiminde eşit bir şekilde dahil edilmeyebilirler (Smith, 2018).

Kapsayıcı eğitim ve kapsayıcı değerler tüm öğrencilere değer verir (Smith, 2018; Van Kraayenoord, Miller, Moni & Jobling, 2009). Tüm öğrencilere değer vermek; her bir öğrencinin farklı olduğunu ve kendi bireysel İngilizce öğrenme yollarının yanı sıra kendi güçlü ve geliştirilmesi gereken yönleri olduğunu kabul etmek demektir (Smith, 2018). Kapsayıcılığın bu özelliği kapsayıcı eğitim için eşitliği gerekli kılmaktadır çünkü eşitlik, öğrenme zorlukları olan öğrencilere İngilizce öğrenmede başarılı olmaları için gerekeni veya gerekenleri sağlayabilir (Miller, 2016; Smith, 2018).

Farklı çalışmalar; İngilizce öğretiminde kapsayıcı uygulamaların öğrenme zorlukları olan öğrencilerin, yazma (Jozwick & Cuenca Carlino, 2020; Van Kraayenoord et al., 2009) ve akademik içeriği ve kelimeleri anlama (O'Connor et al., 2019) gibi İngilizce öğrenimin farklı boyutlarında kendilerini geliştirmelerine yardımcı olduğunu ortaya koymuştur. Fakat, kapsayıcı uygulamaların başarısı ulusal İngilizce öğretim politikaları (Acuña & Cárdenas, 2017) ve İngilizce öğretmen eğitiminde kapsayıcı eğitimin eksiliği (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalelkanova, 2019) tarafından engellenebilir. Öğrenci İngilizce öğretmenlerinin kapsayıcı eğitimle ilgili olumlu tutumlarının olduğu (Aksu Ataç & Taşçı, 2020; Zhalelkanova, 2019); ancak yeterli eğitimlerinin olmadığı (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalelkanova, 2019) bulunmuştur. Bu eğitim eksikliğinden dolayı, İngilizce öğretmenleri İngilizce öğrenmede zorluk yaşayan öğrencilerle çalışmak için kendilerini hazır hissetmeyebilirler (Smith, 2006) ve gerekli özgüven ve pedagojik becerilere sahip olmayabilirler (Arribas, del Río, Peñalver & Sigona, 2020; Rezai, Jabbari & Ahmadi, 2018; Smith, 2006). Bu nedenlerden dolayı İngilizce öğretmeni eğitim programlarının kapsayıcı eğitimi içermeleri ve kapsayıcı eğitime odaklanmaları tavsiye edilmiştir (Aksu Ataç & Taşçı, 2020; Arribas et al., 2020; Kiyawa, 2015).

Bu çalışmanın amacı da Yüksek Öğretim Kurumu tarafından hazırlanan yeni İngilizce öğretmeni eğitim programının öğrenci İngilizce öğretmenlerini kapsayıcı eğitim açısından eğitip eğitmediğini bulmaktır. Bu amaçla aşağıdaki araştırma soruları yanıtlanmaya çalışılmıştır:

- Türkiye'nin yeni İngilizce öğretmeni eğitim programında kapsayıcı eğitime içerik ayrılmış mıdır?
 - a. Ayrılmış ise, bu hangi ders veya derslerdir?
 - b. Ders veya dersler İngilizce öğretmen adaylarını ne hakkında eğitmektedir?

Yöntem

Araştırma, nitel bir çalışma olarak tasarlanmıştır. Yüksek Öğretim Kurumu tarafından 2018 yılında yayınlanan İngilizce öğretmenleri eğitim programı, veri toplama aracı olarak kullanılmıştır ve içerik analizi kullanılarak analiz edilmiştir. İçerik analizi, Yıldırım ve Şimşek (2013) tarafından belirtilen adımlar takip edilerek yapılmıştır.

Bulgular

Yeni İngilizce öğretmenleri eğitim programından altı kod elde edilmiştir: özel eğitim, dikkat eksikliği ve hiperaktivite bozukluğu, hastanede yatan çocuklar, kapsayıcı eğitim, öğrenme güçlüğü ve bireyselleştirme.

Özel eğitim: Özel eğitim, özel eğitim ve kaynaştırma dersinin odak noktasıdır ve öğrenci İngilizce öğretmenlerini özel eğitimin konseptleri, ilkeleri, belirlenmesi, değerlendirilmesi ve sınıf içerisinde nasıl ilgileneceği hakkında bilgilendirir.

Dikkat eksikliği ve hiperaktivite bozukluğu: Dikkat eksikliği ve hiperaktivite bozukluğu dersi buna odaklanmaktadır. Öğrenci İngilizce öğretmenlerini, bu rahatsızlığın tanımı, belirtileri, özellikleri, türleri, nedenleri ve sınıf içerisinde nasıl ilgileneceği konusunda eğitir.

Hastanede yatan çocuklar: Hastanede yatan çocuklar, hastanede yatan çocukların eğitimi dersinin odağıdır ve öğrenci İngilizce öğretmenlerini, bu çocukların ilgileri, psikolojik durumları, ihtiyaçları ve gelişimsel özellikleri ile nasıl eğitim alacakları hususlarında bilgilendirir.

Kapsayıcı eğitim: Kapsayıcı eğitim dersi, öğrenci İngilizce öğretmenlerini kapsayıcı eğitimin tanımı, önemi, içeriği, standartları, yaklaşımları ve sınıfta nasıl uygulanacağı hakkında eğitir.

Öğrenme güçlüğü: Öğrenci İngilizce öğretmenleri; öğrenme güçlüğüne tanınmalarını, sınıflandırmalarını, özelliklerini ve nedenleri ile bu güçlüklerle sahip öğrencilere nasıl eğitim vereceklerini öğrenirler.

Bireyselleştirme: Bireyselleştirme, bireyselleştirme ve uyarlama dersinin temel odak noktasıdır. Öğrenci İngilizce öğretmenleri; bireyselleştirmenin tanımını, önemini ve sınıfta nasıl yapılabileceğini bu derste öğrenirler.

Tartışma ve Sonuç

Çalışmanın bulguları; Türkiye'nin yeni İngilizce öğretmenleri eğitim programının, öğrenci İngilizce öğretmenlerini altı ders vasıtasıyla kapsayıcı eğitim hakkında eğitebileceğini ve Öğrenci İngilizce öğretmenlerinin, yeterli kapsayıcı eğitim almadığı belirtilenlerin aksine (Aksu Ataç & Taşçı, 2020; Smith, 2006; Zhalekanova, 2019), kapsayıcı eğitimle ilgili yeterli bilgilere sahip olabileceğini göstermiştir. Özel eğitim ve kaynaştırma, dikkat eksikliği ve hiperaktivite bozukluğu, hastanede yatan çocukların eğitimi, kapsayıcı eğitim ile öğrenme güçlüğü derslerinde, öğrenci İngilizce öğretmenleri öğrencilerin İngilizce öğreniminde zorluk yaşamalarına neden olan etmenlerin tanımını, özelliklerini ve nedenlerini öğrenirler. Böylelikle, öğrencilerinin İngilizce öğreniminde zorluk yaşamalarına neyin veya nelerin neden olduğu ve öğrencilerinin yaşadığı zorlukları derslerinde nasıl ilgilenecekleri hakkında bu zorluklarla ilgili farkındalıklarını artırarak bilgileri yeterli bilgileri olabilecektir (Heijnen Maathuis, 2019; Rezaei vd., 2018). Bu farkındalığı, öğretimi bireyselleştirme ve uyarlama dersi de bireyselleştirmenin nasıl yapılacağını göstererek katkıda bulunur.