EXPLORING PREPARATORY SCHOOL INSTRUCTORS' VIEWS AND PRACTICES RELATED TO DIVERSITY AND INCLUSION IN ENGLISH LANGUAGE TEACHING: A CASE STUDY

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submitted by **MELTEM DENİZ MORAN** in partial fulfillment of the requirements for the degree of **Master of Arts** i**n English Language Teaching, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences _____

Prof. Dr. Nurten BİRLİK
Head of the Department
Department of Foreign Language Education _____

Prof. Dr. A. Cendel KARAMAN
Supervisor
Department of Foreign Language Education _____

Examining Committee Members:

Assist. Prof. Dr. Müge GÜNDÜZ (Head of the Examining Committee)
Middle East Technical University
Department of Foreign Language Education _____

Prof. Dr. A. Cendel KARAMAN (Supervisor)
Middle East Technical University
Department of Foreign Language Education _____

Assist. Prof. Dr. Fatma GÜMÜŞOK
Bartın University
Department of Foreign Language Education _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: MELTEM DENIZ MORAN

Signature :

ABSTRACT

EXPLORING PREPARATORY SCHOOL INSTRUCTORS' VIEWS AND PRACTICES RELATED TO DIVERSITY AND INCLUSION IN ENGLISH LANGUAGE TEACHING: A CASE STUDY

MORAN, Meltem Deniz
Master of Science, Program of English Language Teaching
Supervisor: Prof. Dr. A. Cendel KARAMAN

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Schools reflect the larger society they belong to and therefore it is significant for teachers to raise respectful and tolerant generations towards those who are "different". The issues of diversity and inclusion have a long history and different aspects. This qualitative case study aimed to explore English language preparatory school instructors' views and practices regarding diversity and inclusion in language classes. The study was conducted at a foundation university's English language preparatory programme with five Turkish instructors who had different personal, educational, and professional backgrounds. Data collection tools included semi-structured individual interviews, online lesson observations, field notes, and a review of documents related to diversity and inclusion. The data were analyzed employing a five-phase data analysis procedure. The findings indicated the participants were highly aware of these two concepts, and they had a positive attitude towards them. They were able to define these terms and list diverse profiles that required attention. It was also observed that they were eager to teach students about respecting differences and creating a positive classroom environment

conducive to learning English. In order to achieve that, they employed certain strategies related to these concepts. However, they experienced certain challenges while catering for diverse profiles and being inclusive both in face-to-face education and during the pandemic when they taught online. In addition, it was found that there were still some issues that they were not aware of or that impeded their practices regarding these concepts. Therefore, it was concluded that the participants might need training in different aspects of catering for diverse needs and being inclusive to overcome similar challenges in the future.

Keywords: Inclusion, inclusive language education, diversity in education, English language preparatory school

ÖZ

İNGİLİZCE HAZIRLIK PROGRAMINDA ÇALIŞAN ÖĞRETMENLERİN DİL EĞİTİMİNDE ÖĞRENCİ ÇEŞİTLİLİĞİ VE KAPSAYICI EĞİTİMLE İLGİLİ GÖRÜŞLERİ VE UYGULAMALARI: BİR DURUM ÇALIŞMASI

MORAN, Meltem Deniz
Yüksek Lisans, İngiliz Dili Öğretimi
Tez Yöneticisi: Prof. Dr. A. Cendel Karaman

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Okullar ait oldukları toplumun genelini yansıtır ve bu nedenle öğretmenlerin "farklı" olan bireylere karşı saygılı ve hoşgörülü nesiller yetiştirmeleri önemlidir. Eğitimde çeşitlilik ve kapsayıcılık nosyonlarının uzun bir geçmişi ve farklı yönleri vardır. Bu nitel vaka çalışması, İngilizce hazırlık sınıfı öğretmenlerinin dil sınıflarında çeşitlilik ve kapsayıcı eğitim ile ilgili anlayışlarını ve uygulamalarını keşfetmeyi amaçlamıştır. Araştırma, bir vakıf üniversitesinin İngilizce hazırlık programında çalışan kişisel, eğitimsel ve profesyonel açıdan farklı geçmişlere sahip beş Türk okutman ile gerçekleştirilmiştir. Veri toplama araçları, yarı yapılandırılmış bireysel görüşmeleri, çevrimiçi ders gözlemleri, alan notları ve bu iki konseptle ilgili belgelerin incelenmesini içermiştir. Veriler, beş aşamalı bir veri analizi prosedürü kullanılarak analiz edilmiştir. Bulgular, öğretmenlerin bu iki kavram hakkında oldukça bilinçli olduklarını ve onlara karşı olumlu bir tutum içinde olduklarını göstermiştir. Buna ek olarak, okutmanların bu terimleri tanımlayabildikleri ve dikkat edilmesi gereken çeşitli profilleri listeleyebildikleri gözlemlenmiştir. Ayrıca öğrencilere farklılıklara saygı duymayı öğretmek ve öğrenmeye elverişli bir sınıf

ortamı yaratmak konusunda da istekli oldukları gözlemlenmiştir. Bu amaçla, katılımcıların günlük sınıf içi uygulamalarında bu kavramlarla ilgili olabilecek bazı stratejiler uyguladıkları anlaşılmıştır. Ancak hem geleneksel hem de pandemi sürecinde verdikleri çevrimiçi eğitimde farklı profillere hitap edip, onları kapsayıcı bir tutum sergilerken bazı zorluklar yaşadıkları gözlemlenmiştir. Buna ek olarak, bu kavramlarla ilgili olarak henüz deneyimlemedikleri veya uygulamalarını engelleyen bazı hususlar gözlemlenmiştir. Bu nedenle, öğretmenlerin gelecekte benzer zorlukların üstesinden gelmek için öğrenci çeşitliliğini tanıma ve onlar için kapsayıcı olma konusunun farklı yönleriyle ilgili eğitime ihtiyaçları olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Kapsayıcı Eğitim, Kapsayıcı Dil Öğretimi, Eğitimde Çeşitlilik, İngilizce Hazırlık Programları

To my family

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LIST OF ABBREVIATIONS

CELTA	Certificate in English Language Teaching to Adults
DELTA	Diploma in Teaching English to Speakers of Other Languages
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTC	English Language Teaching Certificate
ESL	English as a Second Language
HTU	Head of Teaching Unit
ICELT	In-service Certificate in English Language Teaching
SEN	Special Education Needs
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TU	Teaching Unit

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter contains four parts. In the first part, background to the study will be provided. In the second part, the need for the study will be justified. In the third part, purpose of the study and the research questions will be provided. Finally, in the fourth part, definitions of key terms and concepts will be clarified in order to ensure a common understanding.

1.1 Background to the Study

Throughout the history, education has always maintained its crucial place regardless of its form. Today, people believe all children need education and they need it more than anything. However, this was not always the case. There have been many struggles and challenges in terms of educating students with special needs. These children were excluded not only from schools but also from the society they lived in. There were educators and scholars who tried to involve these students in the learning process. They came up with some key strategies for special education, which were using specifically designed materials for each child along with specifically designed setting (i.e., classroom), tools, and if possible, teachers or specialists to work with these students. However, this approach to education also raised some questions and problems in the later years because not every country or school understood the same thing. Some schools implemented some strategies that were compatible with their own ideology, under the name of special education which led them to segregate these students from "normal" students (Rodriguez & Garro-Gil, 2015). So, after observing the application and adaptation of what is understood as special education in schools for many years, scholars and educators

raised the question whether this segregation was useful for students with special needs. This reconsideration led to the development of the term “integration” (Rodriguez & Garro-Gil, 2015), which meant educating students with special needs (i.e., disabilities) in mainstream classes with “normal” students. Later, this turned into the concept of “inclusion” by United Nations Educational, Scientific and Cultural Organization (UNESCO,1994), meaning that everyone in the classroom was included in the learning process regardless of their background. At this point, it was not only the scholars and educators, but international organizations and governments were also involved in the process. With the decisions UNESCO made throughout the years, the transition from exclusion to inclusion was completed. However, even today, the concept of “inclusive education” is understood differently not only among countries but also within the same country, among different schools and organizations (Florian, 2014).

In addition, education (inclusive or not) plays a crucial role in people’s lives not only as a tool to improve academically but also to acquire social abilities and learn how to behave appropriately in the society (Gallo, 2013). Therefore, the right of education has been protected by law all around the world. In order to reach more people and to educate them, schools have become more and more common despite their differences of ideology or background. So, today, a school is defined as “a place where people can study a particular subject either some of the time or all of the time” (Cambridge Dictionary, 2022). However, it can also be stated that schools are places where students learn about their culture along with their peers’ diverse cultures, and a place where they find or create their own identity by interacting with others (Patthey-Chavez, 1993). In addition, Priest (2014) stated that schools reflect the larger society they belong to and therefore importance should be given to issues such as racism and multiculturalism while students are socializing with each other so that it can be possible to teach them to respect others that are different from them and avoid any racist behaviors that can be observed on a daily basis in the larger society. Therefore, it should be noted that schools play a significant role in terms of ensuring an understanding among the members of the society (i.e., students studying at a particular school) and coping with issues such as racism (McLaren & Torres, 1999). In addition to these, as mentioned above, schools are also places where

students find or create their own identity, especially during adolescence and it may include their personal, cultural, social, ethnic, gender, and learning-related identity (Verhoeven et al., 2019). Therefore, it can be stated that a school plays a crucial role in not only improving students' academic achievements but also developing their identity. So, if a school focuses only on "average" students, it may reduce students' self-confidence, decrease the number or the quality of educational opportunities and develop social inequality (Lingard, 2007). Consequently, it is of crucial importance to cater for students with diverse profiles.

Many scholars assert that teachers are the main sources that influence students' learning process. Some even claim that teachers are the only factor that may impact students' academic success (Hanushek 2014; Hattie 2009). There is also research indicating a correlation between student achievement and teachers' attitudes or expectations (Hattie, 2012). In addition, some scholars state that this correlation is also valid when it comes to students with diverse backgrounds and needs (Florian & Black-Hawkins, 2011). Thus, it is clear that whether the teachers provide a quality education or not determines the success of students. That is why, having awareness regarding the fact that students have diverse backgrounds is fundamental (EFA Global Monitoring Report, 2005).

Despite these findings, one problem remains: teachers are not provided with an education that caters for diverse profiles. They are usually taught how to plan and deliver their lessons for an "average" student group. However, diversity can be observed in every classroom as it is prevalent in every culture (British Council, 2009). So, without such education or training, teachers are expected to teach diverse student profiles including racial, economic, and linguistic backgrounds on a daily basis (Chen & Goldring, 1994). Liu and Nelson (2017) add religion, sexual orientation, and gender to these differences, and they state that if teachers do not give importance to these diverse profiles, conflict may occur among students or between students and teachers. Therefore, it is of crucial importance for teachers to be able to cater for students' diverse needs and this makes teaching a challenging profession (British Council, 2009; Karaman & Edling , 2021; Karaman & Tochon, 2007; Karataş & Karaman, 2013). It may be assumed that with necessary education

or training, teachers can overcome this problem. However, the real problem here is that as Bemiller (2019) states "teachers are those who are on the ground" (p.76). They are not the ones making the decisions related to policies. Moreover, as Marlowe (2006) states, being an English teacher was only about teaching linguistic rules in the past but now teachers need to involve students in many different tasks and activities which may require talking about cultural, racial, or gender-related topics. So, all of these places extra burden on teachers, causes more stress and makes their job even more difficult (Lipsky, 1980) and these may eventually affect their teacher identity negatively.

1.2 Need for the Study

Educational practices are prone to change depending on the policies and ideologies governments all around the world prefer to follow. For example, the right to education emerged with liberalism, which led governments to make certain years of education an obligation. Neoliberalism is another key ideology that has been shaping education. It may be assumed that neoliberalism is related to economy as it is defined as:

> The liberalization and deregulation of economic transactions, not only within national borders but also—and more importantly—across these borders; the privatization of state-owned enterprises and state-provided services; the use of market proxies in the residual public sector; and the treatment of public welfare spending as a cost of international production, rather than as a source of domestic demand. (Jessop, 2002, p. 454)

However, neoliberalism has also affected educational practices. In neoliberalism, education is also considered as "an economic investment" (Hastings, 2019, p.10), which means that it should bring in profit either to the students as they are investing in it or to the schools as they are the ones providing a service. Moreover, with neoliberalism, students and their families are given the responsibility instead of the governments. Being based on the "meritocracy myth" (McNamee & Miller, 2004), neoliberalism suggests that if students are not successful enough, it is their responsibility, and they should study harder.

In addition to these, one of the most crucial developments that neoliberalism brought to education is standardized testing. One of the core elements of neoliberalism is competition and it can be clearly seen in the logic behind standardized testing. As Hastings (2019) states, "test scores provide a way to 'price' the value of schools, allowing policymakers, parents, and students to make decisions about where to invest money or attend school" (p.11). This leads to a competition among education providers so that they can get more students to study in their schools. It also leads schools to only care about students' test scores and come up with strategies that can improve test scores and become a better school compared to others. Unfortunately, standardization is not only about testing but it also includes the school curriculum, teachers' teaching style, assignments, and portfolio tasks. Moreover, standardization also excludes different backgrounds as it entails focusing on a one specific background, which could be related to culture, religion or gender. So, it can be asserted that neoliberalism is "the source of all our problems" (Monbiot, 2016).

It is clear that due to neoliberalism and the culture of competition it brought to education, it is not possible to implement inclusive practices or create a classroom environment conducive to learning for students with diverse needs (Hardy & Woodcock, 2015). Moreover, as neoliberalism also brought privatization of different sectors, including education, this situation can be clearly observed in private schools. As these schools give importance to standardization in many areas including teaching and testing, their approach to the concepts of diversity and inclusion could be affected. It is significant to understand how much teachers working in such schools are able to cater for diverse profiles or include them in their teaching practices. Moreover, since the medium of instruction in these schools is English, they have English preparatory schools where they provide students with the necessary skills to achieve a certain proficiency level in order to be successful in their departments. In preparatory schools, students are mostly provided with standard American or British English language rules and materials. This also could have an impact on teachers' approach to diversity and inclusion in language classrooms. Therefore, this study is investigating private university, preparatory school instructors' views and practices regarding the concepts of diversity and

inclusion when they have to follow a standardized model of teaching, prepare their students for standardized exams and teach standard English.

1.3 Purpose Statement and Research Questions

This study aims to investigate preparatory school instructors' views related to the concepts of diversity and inclusion. It may be assumed that teachers would have similar views regarding diversity as the word itself is commonly used in English language. However, existing literature indicates that there are differences in terms of instructors' views regarding this term. However, the number of studies focusing on tertiary level teachers' views about diversity is very limited, especially the ones focusing on preparatory school instructors. In addition, there are various definitions, approaches, and implementations regarding the issue of inclusion, differing not only from country to country but also within the same country. As most of the studies regarding inclusion have been conducted in primary and secondary schools with a primary focus on students with special needs (i.e., disabilities), this study is different in terms of its focus. It aims to gain a thorough understanding of instructors' views regarding these two concepts.

The study also aims to explore preparatory school instructors' practices in terms of diversity and inclusion, which may produce results regarding their unique experiences with diverse student profiles and how they cater for these profiles. In addition, it may also produce findings that may be related to the challenges the instructors face on a daily basis when they implement or try to implement these concepts in their day-to-day teaching.

The study may produce results that can give an idea to the instructors, principals, or policy makers in terms of taking these concepts into consideration while planning and delivering lessons, preparing the curriculum or even the policies regarding educational practices. It may also raise awareness of those who have never been exposed to these two concepts during their pre-service or in-service training.

With the aims given above, this study aims to investigate the following research questions:

1. What are preparatory school instructors' views related to diversity and inclusion in language education at a foundation university preparatory school?
2. What are preparatory school instructors' practices related to diversity and inclusion in language education at a foundation university preparatory school?

1.4 Definitions of Key Terms and Concepts

Inclusion: "A process that helps to overcome barriers limiting the presence, participation and achievement of learners." (UNESCO, 2017, p.7). "Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences" (CRPD, 2016, p.4).

Inclusive education: This term is used with a meaning that "all learners can benefit from the same education systems and the same schools. Learning methods and educational materials that address the needs of all students are mainstreamed into the system so that barriers that potentially limit participation are removed. Disability is just one cause of exclusion, among other social, physical, and institutional limitations" (IIEP-UNESCO, 2019, p.6). It is "a process that involves the transformation of schools and other centers of learning so as to cater for all children – including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties" (UNESCO, 2008, p. 5).

Diversity: This term refers to "people's differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status" (UNESCO, 2017, p.7). As the study

also focuses on language learning, the definition also includes students' learning styles, motivation types and levels.

Mainstream classroom: This term means "the practice of educating students with learning challenges in regular classes during specific time-periods based on their skills" (UNESCO, 2017, p.7).

Students with special needs (SEN): This term is used to identify "learners with learning, physical, and developmental disabilities; behavioral, emotional, and communication disorders; and learning deficiencies" (Bryant et al., 2017, p.525).

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

This chapter consists of six main parts, all of which refer to the existing literature and prior research. In the first part, explanations regarding the concepts of inclusion, inclusive education and diversity are provided. In the second part, background on the concepts of inclusion and diversity is provided. In the third part, teachers' views and practices regarding inclusion and diversity with a more general perspective referring to worldwide research are given. In the fourth part, teachers' views and practices regarding inclusion and diversity with a narrower approach focusing on Teaching English to Speakers of Other Languages (TESOL) is provided. In the fifth part, the same issue is evaluated with an even more specific approach focusing only on Turkish public and private universities. Finally, in the sixth part how these two concepts were implemented during COVID-19 pandemic are discussed.

2.1 Explanations of the Key Concepts in the Literature

2.1.1 Inclusion

There is still uncertainty regarding the meaning and conceptualization of inclusion (Ainscow & César, 2006), which affects how scholars, school principals, policymakers and therefore teachers understand inclusion (Allan, 2010). That is mainly because scholars and international organizations have not been able to agree on a definition (Pearson, 2016). Therefore, there is no common definition of inclusion that can be used (Hayashi, 2014). Consequently, it is still not clear how it can be accomplished the best (Sosu et al., 2010) since there is not a certain form of inclusive education that every country can follow or implement (Graham &

Jahnukainen, 2011). As a result of this, countries have their own definitions regarding the notion of inclusion depending on their cultural and social viewpoints and they identify inclusion with specific aspects according to these certain viewpoints (Mitchell, 2005). Moreover, as Florian (2014) states, application and practice of inclusion change not only among countries but also within the same country, and among institutions with diverse goals, ideologies, and intentions. So, she suggests that there should be an agreement among the related parties in terms of a common understanding and practice of inclusion.

According to the existing literature, some scholars give a narrow definition by stating that inclusive education or inclusion in education is an education type mostly provided to students with disabilities (Florian, 2008). On the other hand, the others offer a broader definition which argues that inclusive education or inclusion itself is related to students who belong to a marginalized group (Thomas, 2013). As UNESCO (2016) states, these marginalized groups are discriminated according to "gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes" (p.2) and adds that these students are not given the same educational rights as their peers.

However, the ones defining inclusion in a narrow way criticize and object to this definition as they believe expanding this definition may become a potential problem to students with disabilities because they may be neglected due to other minority groups (Norwich, 2014). Some of the opponents also argue that an ordinary classroom setting may not be the best solution for students with disabilities. It may be challenging to identify what their needs and abilities are (Yadav et al., 2015).

No matter how inclusion is defined, in order to achieve a complete change in the society, inclusive schools should be the settings where students learn to respect the differences and where teachers learn to include everyone in the learning process. If this becomes the reality in each class or school, students can feel that they have the responsibility in terms of dealing with discrimination, injustice, and racism, which in time can affect the people around them and turn into a wider culture instead of just a school culture. Therefore, teachers must realize that they have the capacity

and the influence to change the whole society by changing the school culture by being inclusive (Cherkowski, 2010).

Despite these, there are also scholars who believe inclusion is not as efficient as it is thought to be. Bourassa (2021) suggests that inclusion is assumed to be beneficial without doubt; however, there are questions to be asked one of which is "Inclusion into what?" (p.254) because he believes "consideration of the terms and conditions of inclusion is crucial in white supremacist, settler colonial, heteropatriarchal, ableist, and capitalist contexts" (p.254). Another question he raises is "Who gets to include whom into what?" (p.254). Therefore, it can be inferred that inclusion does not really mean something useful for the society as it is assumed to be. On the contrary, it is just another tool to use diversity as an excuse to supposedly include those who are excluded. However, in the meantime, this is mainly calling diverse profiles as different from the "norm" which is again the white supremacist culture. Consequently, as Stiker (1999) states, inclusive practices lead marginalized groups to be more visible as they are to be included. Therefore, Bourassa (2021) puts forward the idea that even though inclusion is considered to be a powerful tool to combat any type of discrimination, exclusion or even oppression, in reality, it is quite the opposite.

2.1.2 Inclusive Education

Similar to the definition of inclusion, the definition of inclusive education or inclusive pedagogy is also not defined in the same way by the scholars (Florian & Black-Hawkins, 2011). Some scholars define inclusive education as a general concept without referring to any specific groups of students. For instance, Haug (2014) states inclusive education is about teaching students in a normal classroom all together with regard to what they are able to do and what they are interested in. Moreover, Florian (2010) defines it as an organization where problem-solving takes place with the aim of ensuring that all students learn. However, in other definitions, where there is reference to certain group(s) of students, one common term called *students with special needs* emerges. Therefore, it is believed this variety in terms of the definition of inclusive education actually derives from the difference in the definition of students with special needs because some define *special needs* as

having disabilities. For example, Rafferty et al. (2001) assert that inclusive education is the process of providing education to children with special needs by utilizing the necessary help and tools they need. Farrell (2000) also defines it as a learning environment where students with special needs are given education together with their "normally developing peers" where they are all considered valuable (p.154).

As can be understood, regarding inclusive education as a concept very similar to special education, which is provided to students with disabilities, is a more common understanding among scholars and researchers according to the literature. However, there are also those who consider inclusive education as being more than that. For instance, Booth & Ainscow (2016) assert inclusive education ensures that students are not marginalized in schools where they are all valued, provided with efficient resources and help and where their diversity is welcome. It is stated that inclusive education considers all learners as capable and by designing the right setting and eliminating the barriers, it can be possible to provide an environment conducive to learning (Booth & Ainscow, 2016). In addition, Malinen et al. (2012) stated that inclusive education is related to providing students with equal opportunities in education as they have equal rights regardless of the differences in their background, learning styles or characteristics. Some scholars also agree that there is no common understanding regarding inclusive education (Haug, 2017), but they state it entails both special education as an inclusive practice and the environment where all students learn (Ainscow & Miles, 2008). There are also scholars who believe inclusive education is not only about enrolling all students to schools, but it also involves students' full participation in school life (Erkılıç & Durak, 2013). UNESCO (2009) defines inclusion and adds:

> It has an instrumental role to fostering tolerance and promoting human rights, and is a powerful tool for transcending cultural, religious, gender and other differences. An inclusive curriculum takes gender, cultural identity, and language background into consideration. It involves breaking negative stereotypes not only in textbooks but also, and more importantly, in teacher's attitudes and expectations. Multilingual approaches in education, in which language is recognized as an integral part of a student's cultural identity, can act as a source of inclusion. (p.18)

Moreover, it is stated that an inclusive curriculum has flexibility and therefore it is possible to make changes when needed according to students' needs. This flexibility can be related to providing teachers with autonomy to decide on their own teaching methods, arranging the timetables for students to study a specific subject because it is common to see that students learn according to a pre-planned curriculum, they are all expected to learn the same topics at the same time, at the same speed and with the same methods. So, UNESCO (2009) argues that there can still be a "core curriculum" (p.19) but it can be modified according to learners' needs. Therefore, the word "flexibility" is repeated a lot. So, overall, it is accepted that every student has numerous needs and despite this, they should be given the opportunity to receive quality education.

In addition to the definitions regarding the concept of inclusive education, there is also research regarding what inclusive education aims to do and what teachers are expected to do in an inclusive classroom. For example, Katıtaş and Coşkun (2020) put forward the idea that inclusive education is crucial in terms of "promoting equal and fair societies" (p.18). Moreover, it is stated that inclusive education encourages teachers to have a growth mindset which can enable them to have a positive attitude towards each student, believing that they can all be successful without labeling or marginalizing them (Booth & Ainscow, 2016). In addition, Florian (2008) asserts that inclusive education should aim that all students receive the same education no matter what their disabilities or emotional, social, or cultural differences are. Furthermore, inclusive education aims to build an inclusive society where people can live without being discriminated, neglected, or excluded. It also aims to eliminate all obstacles to learning. It is also about the way schools accommodate diversity and provide equal opportunities to students with diverse backgrounds. Moreover, it aims to ensure students' success is increased along with the quality of education (Puri & Abraham, 2004).

In addition, it is clear from the prior research that teachers' attitudes have an impact on how successful inclusive education can be (Florian & Black- Hawkins, 2011). There are also scholars who believe that in order to achieve an inclusive education, teachers must have the necessary skills to make the necessary changes in the

curriculum depending on their students' needs and goals, which they need to diagnose well (Peterson & Hittie, 2003). Moreover, some scholars suggest that in an inclusive learning environment, teachers provide scaffolding and organize the learning as they are the experts (Kugelmass, 2007; Pollard, 2005). More importantly, teachers should not "see the child as the problem but see the education system as the problem because inclusive curriculum focuses on learning to know, to do, and to be and to live together" (UNESCO, 2009).

The review of literature clearly indicates that the number of disadvantaged students receiving education has increased thanks to the educational policies implemented by focusing mainly on inclusive education (Tiwari et al., 2015). Therefore, it is of crucial importance to raise authorities' and teachers' awareness regarding inclusive education and related policies so that more children can be provided with education (Cologon, 2013). Even though the right to education is protected by law in many countries, unfortunately in reality, certain student groups, especially the marginalized ones, still do not have access to education. Inclusive education ensures that every child is worthy of education as it regards them as equal members of the society. Therefore, it protects children's rights and sees their differences as a resource. It also ensures that each child is respected, and treated fairly without discrimination (Booth & Ainscow, 2016).

Inclusive education has also received lots of criticism and it is mostly because it looks positive on paper, in reality there are many problems to be solved before being fully inclusive. As mentioned before, inclusion entails individualization of learning (Lindner & Schwab, 2020). Therefore, not having enough resources at schools may hinder individualization as students cannot use the necessary tools suitable for their needs (Humphrey et al., 2006). In addition to this, a very similar criticism has been raised related to the needs of students with disabilities. Since not every school has the appropriate class size or equipment for these students, it is challenging to implement an inclusive curriculum in such schools. Another criticism raised is that teachers are not provided with the necessary training to deal with any issues that may come up while being inclusive (Anati, 2012).

2.1.3 Diversity

As can be understood from the definitions and applications of inclusion and inclusive education/pedagogy, it is clear that these concepts are gaining more importance in the literature and although there are various perspectives regarding them, it is clear that at the heart of these concepts, there is diversity, which can also be referred to as "students with diverse backgrounds".

The word "diversity" is a very common one in English language and it can be defined as "variety" (Roberson, 2006). However, its definition and scope vary when it comes to education. For instance, Harris (2013) argues that some scholars use the term diversity with the same meaning as multiculturalism and interculturalism. He cites Faas (2008) as "one such author who uses these terms interchangeably" (Harris, 2013, p. 401). However, he also states that there are also scholars (e.g., Norberg, 2000) who believe that there is actually difference between these terms.

Regardless of its definition, it is clear that diversity plays a crucial role in teaching-learning environment. To exemplify, Chen and Addi (1990) conducted a study with Israeli teachers in terms of their working conditions and complaints. They found that diversity was the third most common problem after lack of classroom supplies and class size, which shows that diversity is regarded as a major instructional resource among teachers. Moreover, some scholars do not see diversity as a neutral term as the word variety; instead, they believe it is not neutral since it is related to social inequality and power (Andersen & Collins, 1998; Snowden, 2004). All of these clearly show that diversity has a crucial role in educational settings. Therefore, it is also important to evaluate the existing literature with regard to its conceptualization and application.

According to the studies conducted, diversity has many components; however, plenty of research has a specific point such as focusing only on cultural diversity or diversity in terms of learning styles. For instance, Al-Obaydi (2019) focused on cultural diversity in her study, and she quoted Brown (1994) who believes culture and language are interwoven, so if students learn about other people's culture and language, they can have a better understanding of people from different cultures and

have a more positive attitude towards people that are different from them. Moreover, when the literature in relation with teaching or learning English is analyzed, it can be seen that these studies also mostly focus on one or two specific issues, some of which are students' learning styles and motivation. For instance, Kumar and Maehr (2010) conducted a study on students' cultural diversity and its effect on student motivation and found a correlation between these two.

There are also studies which focus on diversity as a general concept. For instance, Cevallos (2017) suggests that the term diversity may entail many things such as students' learning styles, learning abilities, educational background or their race, religion, and social status. However, she only focuses on five key sources on her study, which are cognitive ability, learning styles, cultural background, socioeconomic status, and gender. Moreover, Stenhouse (2012) defines diversity as "reflecting similarities or differences based on one or more visible or invisible characteristics including culture, race, gender, socioeconomic status, ability, religion, sexual orientation/identity, nationality, ethnicity, geographic location, age, and language" (p.15). In addition, Liu and Nelson (2017) suggest that there can be various kinds of diversity and they mention different learning styles and strategies such as personality-based learning styles and strategies and cognitive learning style, motivation types and the intensity of the motivation. Furthermore, Acquah et al. (2016) chose to focus only on racial, ethnic, cultural, and linguistic diversity in their study. Therefore, it can be understood that scholars have their own focus when it comes to the term diversity. So, while some of them concentrate their research on one or two aspects of diversity, some prefer to use a general understanding.

There are also scholars who categorize diversity under the titles of "surface-level", "deep-level" and "hidden" diversity. Among these, "surface-level diversity refers to readily seen attributes of a member, such as race, sex, age, body size or visible disabilities" (Lambert & Bell, 2013, p.6). *Deep-level diversity* refers to people's attitudes, beliefs, and values (Jackson & Ruderman, 1995; Milliken & Martins, 1996). This diversity type is also called as non-observable diversity as it takes time to show these beliefs and attitudes unlike the surface-level ones. (Milliken & Martins, 1996). So, any feature related to personality or characteristics that cannot

be easily identified just by looking at the person or having a small talk can be categorized as surface-level diversity. In addition to these, *hidden diversity* refers to the traits that an individual does not want to share with other people. Some examples of this diversity type are sexual identity, a non-visible disability or having a multi-racial identity (Philips et al., 2009).

When the literature is taken into consideration, it can be realized that there are many benefits of including the concept of diversity in educational settings and implementing practices related to it. It is believed that when there is diversity, people in these diverse groups create more productive work; their performance increases compared to groups that are not diverse (Reynolds & Lewis, 2017). Certainly, these changes do not come only from diversity. In fact, the people in these diverse groups should feel valued and included (Catalyst, 2013). As Johnson (2011) suggests diversity is not equal to inclusion or it does not involve inclusion. In fact, these concepts work cooperatively, and they both need attention (Brix et al., 2020). In addition, since it is believed that having a homogenous class actually has a negative impact on learning opportunities, more importance should be given to diversity in classroom settings.

In addition to definitions and benefits, many scholars also give some suggestions to teachers. For instance, Liu and Nelson (2017) suggest that in order to create a sensitive learning environment, teachers should not see their students as people representing a specific culture because they can be an exception to that culture. Moreover, Cevallos (2017) suggests the first thing to do while designing and delivering lessons is being aware of diversity types and then making decisions regarding the curriculum accordingly. She also suggests that teachers should have various strategies of instruction and they should deliver lessons according to their students' needs and support the ones who need extra help. In addition, Angus and Oliveira (2012) focuses on the fact that teachers need to observe and analyze their own beliefs so as to realize what they understand from diversity and then what their schools understand from it. They suggest that if teachers can achieve this, they can feel empowered while teaching students with diverse backgrounds. Furthermore, Florian (2014) recommends that instructors should realize that difference is

prevalent in every facet of life, and they should adapt to this idea. She also suggests that teachers must have faith in themselves because they have the ability to teach any child and they can design new strategies or techniques to teach all children. Additionally, Cherkowski (2010) suggests teachers should do more than utilizing different materials and techniques; if they can ensure a classroom setting that every student can feel safe, then it is possible for inclusion to emerge in that setting. Furthermore, van Middelkoop et al. (2017) cited Verhaeghe (2011) and Pels (2007) in their study as they both referred to the meritocratic approach in which students are considered successful according to their abilities, efforts, and motivation in their studies. They argue that it is students' decision to utilize the opportunities provided to everyone equally. Nevertheless, they assert that meritocracy is possible only when every student has access to the same capital and unfortunately this is mostly overlooked both in theory and practice (Verhaeghe, 2011). Therefore, the authors suggest if students' differences are not taken into consideration, students with diverse backgrounds or as the authors put it "those do not belong to the 'normal' group" will have to deal with the outcomes of this situation (van Middelkoop et al., 2017, p.4).

In addition to these, Angus and Oliveira (2012) argue that diversity actually depends on the context. For example, in a racially homogenous school, diversity could be observed in another area such as socio-economic status. Moreover, how diversity is interpreted also varies among countries, which can be observed in international studies. To exemplify, the term "diversity" is used for disabled students (Lombardi et al., 2013) with a similar meaning as it is used in inclusive education research. It is also used for immigrant students in Western Europe (Cooper, 2010) and Canada (Guo-Jamal, 2007) and it is used for Latin American and African American students in the USA (Harris & Lee, 2019). In the last decade the term has also been used for sexual orientation, which is also called as sexual minorities (Harris & Lee, 2019).

On the other hand, the concept of diversity has been criticized. Scholars argue that the term "diversity" is just another word that came to our lives through marketization (Ahmed, 2007). It is also believed that when other terms such as *equality* or *equity* did not work, the word *diversity* emerged. As mentioned above, the term diversity

has not been clearly identified and Ahmed (2007) believes the main reason is "the openness of the term also means that the work it does depends on who gets to define the term, and for whom. Diversity can be defined in ways that reproduce rather than challenge social privilege" (p.240). In addition, Mac (2021) asserts "neoliberalism's rising calls for standardization and competition fight against inclusive education's calls for diversity and collaboration. It values efficiency and cost-cutting, but inclusive education requires significant investments of time and resources" (p.87).

There is also criticism raised regarding the marketization of higher education. It is asserted that students are considered either as "learners" or as "consumers" (Partington, 2019). As students are not passive in their own learning process but given a role where they choose what to do or how to do it, and also provided with the chance to provide feedback, it is believed that they are like consumers, who are also not passive in the production of goods. Therefore, it is argued that students should be regarded as "learner-consumers" (Partington, 2019). It can be inferred that students' diversity is similar to diverse consumer profiles that give ideas to the manufacturers to design and sell their products to them.

To summarize, the existing literature indicates that there will always be some differences when two or more people come together, therefore not having a diverse classroom is inevitable (Adams & Nicolson, 2014). Thus, teachers should be aware of diverse profiles in their classrooms. Although there are different focuses and perspectives regarding the concept of diversity, I chose to concentrate on the definition provided by UNESCO (2017) which states "People's differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status" (p.7). Moreover, since this study focuses on teachers' views and practices related to inclusion and diversity in language education, it is better to add learners' abilities, motivation, and learning styles to this list.

2.2 Background on Inclusion and Diversity

As the terms diversity and inclusion have been around for so long, and as they have been implemented differently all around the world, it is not possible or meaningful

to give a detailed historical background regarding only a specific country. Therefore, in this part of the paper, the main events or organizations that have led to the introduction and development of these two key concepts around the world will be briefly explained.

Even though the most commonly known document regarding human rights is the Universal Declaration of Human Rights published in 1948, the rights of children were actually protected in the Geneva Declaration of the Rights of the Child in 1924 by the League of Nations. It was stated in this declaration by the United Nations International Children's Emergency Fund (UNICEF) that "all people owe children the right to: means for their development; special help in times of need; priority for relief; economic freedom and protection from exploitation; and an upbringing that instils social consciousness and duty" (UNICEF, 2022). Then, in 1948 the rights of the children were once again protected in the Declaration of Human Rights. After this, in 1959, the Declaration of the Rights of the Child was revised by the United Nations General Assembly and in addition to other rights, children were provided with a right to education. In the later years, there were more developments regarding children's rights (i.e., 1960,1966,1968, 1973, 1974, 1975, 1978, 1979, and 1985). Then, in 1989, United Nations Conventions on the Rights of the Child (UNCRC) took place, and four significant principles were discussed, which are "non-discrimination, best interests of the child/children, the right to survival and development and the views of the child" (UNICEF, 2022). The most significant point raised in this convention was:

> States parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or legal guardian, race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status. (United Nations, 1989, Article 2)

All of these events and developments led to the United Nations Educational, Scientific and Cultural Organization Declaration on Education for All in 1990. In this declaration, it was once again reiterated that "every person - child, youth and

adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs" (European Agency, 2022). Then, in 1994, Salamanca Statement and Framework for Action was published (UNESCO, 1994) and with this, another big step was taken in terms of students' right to education, this time with a specific focus on students with special needs which referred to students with disabilities. The Salamanca statement is regarded as the most crucial document regarding special education (Ainscow & César, 2006). Ninety-two governments and twenty-five international organizations assembled in Salamanca, Spain and they declared the rules of education for all, some of which are:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- Every child has unique characteristics, interests, abilities and learning needs,
- Education systems should be designed, and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs,
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (UNESCO, 1994, p.3)

The Salamanca Statement is the first document where the word "inclusion" was used to refer to involving students with special needs in the mainstream classes. Until this statement, this process was called as *integration* (Rodriguez & Garro-Gil, 2015). This can be considered as the last stage of the process of involving students with special needs in the mainstream classes. It all started with the exclusion of these students from the mainstream learning environments. Then, as it was understood that these children needed more support, their parents were told to get extra help or

send their children to schools where special education was provided, which is now called as segregation. Then, it was decided that these students also needed social skills and for that they needed their "normal" friends to be around. Therefore, with Disability Act (1997), schools were mandated to provide the necessary environment and tools for these students, which is called *integration*. When all schools started to follow this stage, with the Salamanca Statement, the last stage inclusion emerged (Rodriguez & Garro-Gil, 2015).

After this, in 2000, UNESCO assembled in Dakar, Senegal where they prepared *The Dakar Framework for Action Education for All: Meeting our Collective Commitments* (UNESCO, 2000). In this document, the goals that were achieved after the meeting in Jomtien (1990) were listed and six additional goals were added. These goals were:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality
6. Improving every aspect of the quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills. (UNESCO, 2000, pp. 15-17)

After this, there were two important developments in the field. One of them was in 2001 when UNESCO launched its *EFA Flagship Programme* on the right to

education for persons with disabilities and in 2006, the General Assembly of the United Nations adopted the *Convention on rights of people with disabilities* (UNESCO, 2008, p. 3). These two events affected how inclusive practices were designed and delivered in the world. Then, in 2008, UNESCO International Conference assembled in Geneva and the conference was titled as *Inclusive Education: The way of the future.* As can be understood from the title, the main focus was on inclusion but this time the members decided to restructure the term inclusion (UNESCO, 2008). Therefore, they decided "Given the limits of segregation policies (special education) and the difficulties of implementing integration policies, revised thinking has thus led to a re-conceptualization of special needs" (UNESCO, 2008, p. 10). In addition, it was also decided that:

> **The diversity of pupils**, having always existed, is still considered most of the time to be a problem, while inclusive education requires that, from the very beginning, we accept this diversity as positive, as a resource and not as a hindrance to the "good" functioning of schools and classes. (UNESCO, 2008, p. 11)

As can be seen, with this meeting, the term "diversity" has also been incorporated into the policies regarding inclusive education. Therefore, this meeting was significant since this is the first time inclusive education was expressed as something more than disabilities but "a global strategy designed to take into consideration the inter-linked sources of exclusion that used to be considered separately, such as poverty, social and cultural marginalization, sexual, linguistic or ethnic discrimination, disabilities and HIV and AIDS" (UNESCO, 2008, p. 11).

After this meeting, more meetings took place but among these, the one worth mentioning is the one related to *Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all* which took place in Incheon, Republic of Korea (UNESCO, 2015). In Incheon Declaration and Framework for Action, new goals for 2030 were set. Some of these goals were:

> Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all", "supporting gender sensitive policies, planning, and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools. (UNESCO, 2015, pp. 7-28)

In addition to all of these key events and developments regarding inclusion and diversity, it should also be noted that diversity has become a key issue all around the world and some scholars assert that there are some main reasons why diversification has increased. One main reason is that the number of immigrants is growing (Eurydice, 2002) while another reason is with laws and policies regarding different educational practices such as inclusive education, the number of students studying in the mainstream classes has increased (Farrell & Ainscow, 2002). Therefore, this increase in the numbers causes teachers all around the world a burden and a challenge as they need to respond to students' diverse needs (Meijer, 2003).

2.3 Studies on Teachers' Views and Practices Related to inclusion and Diversity in the World

Although this thesis focuses on teachers' views and practices related to the concepts of diversity and inclusion, in the literature this type of studies also focus on teachers' attitudes, beliefs, feelings and knowledge regarding these two concepts. Therefore, this part of the study will touch upon these different focuses. Moreover, this part has a wider approach to teachers' views and practices related to diversity and inclusion since it does not focus on a specific country or a school type.

2.3.1 Research on Teachers' Views Regarding Diversity and Inclusion

When the existing literature is examined, it can be realized that most of the studies regarding inclusion and diversity are related to teachers' attitudes towards these concepts. Therefore, the author chose to focus on teachers' views of these terms as it may provide a more detailed idea. The main reason behind this is that the term "attitude" is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p.1). However, the term "view" may also include what they know about the topic or how they think about it in addition to their attitude towards it.

There are numerous studies conducted regarding teachers' attitudes towards inclusion. These studies have been conducted not only with in-service teachers (Collins, 2012) but also with pre-service teachers (Beacham & Rouse, 2012). Most

of these studies report that teachers play a key role in terms of the success of inclusive education (Meijer, 2003; Norwich, 1995). Moreover, in many studies it was found that teachers feel positive towards inclusive education (Abbott & Mcconkey, 2006; Boyle et al., 2013; Marshall et al., 2002). In addition, especially in disability related inclusion studies, it was found that when teachers have a positive attitude towards inclusion, they are more inclined to involve students with disabilities in the lessons and establish a classroom setting suitable for all learners (Keaney, 2012; Leatherman, 2007; Wertheim & Leyser, 2002).

On the other hand, in some studies it was found that even though the teachers were aware of the necessity to utilize students' background for teaching purposes, they were not able to understand the differences among their backgrounds clearly (Rizzuto, 2017). It was also found even when teachers had a positive attitude toward inclusive education, if they did not have the necessary skills such as being able to adjust the curriculum as needed, understanding students' differences or disabilities, and coping with demanding student behaviors (Allday et al., 2013) they were not successful in implementing it. Moreover, in one study it was found that even though teachers regarded inclusion as a positive concept, "the need to 'teach to the standards' and 'teach to the test' dominated their thinking about inclusion" (Essex et al., 2019, p.143). There are also various studies in which it was found that teachers do not feel prepared enough or they do not have the necessary training to be an inclusive teacher (Florian & Black-Hawkins, 2011; Goodman and Burton, 2010; Hauerwas & Mahon, 2018; Scanlon & Baker, 2012). Moreover, some studies indicate that teachers had doubts regarding the fulfillment of inclusive practices since they had to deal with some challenges (Florian, et al., 1998; Ring & Travers, 2005). In addition, in some studies, teachers were found to be reluctant to apply inclusive practices and to work with students with disabilities even though their attitude was positive (Batu, 2000; Sargın & Sünbül, 2002; Sucuoğlu & Kargın, 2006).

In addition to these, in the studies where it was found that teachers had a negative attitude towards inclusive practices, it was also observed that there were various factors affecting them. A common factor was found to be the type of special need

students had. Clearly this was the common theme in studies which investigated teachers' attitudes, feelings, or beliefs in terms of students with disabilities. For example, one finding indicates that teachers were more negative towards students who had behavioral and emotional problems compared to others (Avramidis et al., 2000).

There were also other factors that had a negative impact on teachers' attitudes. Some of these were teachers' experience level (Moberg, 2003), size of the classroom (Anderson et al., 2007), number of the students with special needs (Malki & Einat, 2018), teachers' negative experiences, challenges, and inadequacy of knowledge about these concepts (Gök & Erbaş, 2011; Karasu, 2019; Kayılı et al., 2010). It is also clear when teachers feel unprepared or worried about how to overcome the problems they may experience, they become more hesitant to implement inclusive practices (Blanton et al., 2011). Moreover, when they find themselves to be inadequate in terms of the insight and competence regarding students with special needs, they cannot carry out the inclusive work (Monteiro et al., 2018).

There are also studies revealing the obstacles to inclusion, all of which can be seen as factors affecting teachers' attitudes, beliefs, and feelings. For instance, Goodman & Burton (2010) found that the training teachers received or the expertise they had or lacked was two of the common challenges. In addition, it was also found that teachers believe their working conditions are not sufficient for them to cope with the difficulties they experience (Kreitz- Sandberg, 2015). For instance, Ryan (2009) conducted a study with pre-service teachers, and they expressed their concerns about not being able to fulfill the requirements of teaching and not having the necessary help, resources, or the time. A very similar conclusion was drawn in another study with teacher candidates where they expressed that inclusive education is useful for all learners regardless of their backgrounds or special needs; nevertheless, it is challenging and exhausting for teachers (Kayılı et al., 2010).

UNESCO (2020) asserts that if teachers are feeling hesitant regarding the practicality of giving inclusive education, they may have some prejudiced ideas, display their personal sentiments but it may also be due to not having adequate confidence in order to implement such practices. For inclusive practices to work

efficiently, teachers should have a positive attitude; however, with these challenges or factors, it is not very easy to accomplish. Therefore, some scholars found that if teachers are given sufficient information and help throughout the process, they can feel more positive about it and they can be more willing to include all learners (Diken & Batu, 2010).

In addition to studies related to inclusion or inclusive education, there are also studies regarding teachers' attitudes, beliefs, feelings towards diversity. Scholars argue that teachers with positive attitudes towards students' diversity can teach students to respect each other and welcome any kind of difference (Davidman & Davidman, 1994). If students can adopt this positive attitude towards each other and accept that their friends bring their uniqueness to the classroom, they can work more efficiently together, which can lead to a better learning environment (Schick & Boothe, 1995). This is crucial because as Nieto (1992) asserts, if teachers have negative attitudes, they may affect their students and they may discriminate them. It was observed in the literature that when teachers are not sensitive towards students with diverse backgrounds, especially the minority students, teachers themselves cause an obstacle for those students in terms of the learning process (Larke, 1990).

On the other hand, in one study conducted by van Middelkoop et al. (2017), it was found that students' diversity should not have an impact on students' success or on the way instructors teach. Therefore, participants of the study claimed that students' diversity should not be considered as an important factor in daily teaching practices. Another interesting finding of this study was although the participants were willing to adjust their teaching according to students' gender, or the way they are used to learning something new, they believed that what curriculum contained or the way they were teaching was not up for a discussion. The main reason behind this was that they believed it was students' responsibility to comprehend the content by "using their intelligence and making an effort" (van Middelkoop et al., 2017, p.11). Moreover, the participants of the study expressed that they were aware of the differences among students; however, they believed that they were not the ones responsible to do anything about those differences. So, they asserted that if there were a problem regarding the success of a specific group of students, they thought

it was students' problem, maybe even the society they lived in but not teachers (van Middelkoop et al., 2017). Therefore, some scholars suggest that teachers must observe their own behaviors, feelings, and attitudes by reflecting on themselves so that they can refrain from any bias (Grossman, 1995; Perkins & Gomez, 1993).

Consequently, it can be stated that teachers' attitude has an impact on the students' success and the appropriateness of a classroom setting for inclusive education (Monsen et al., 2014). Therefore, if teachers desire their learners to be successful, they should adopt a positive attitude towards students' diverse backgrounds and needs. Moreover, if teachers can improve their self-esteem in terms of their teaching abilities, their attitude will also turn into a positive one (Rose & Doveston, 2015).

2.3.2 Research on Teachers' Practices Regarding Diversity and Inclusion

It is indicated in the literature that teachers' attitudes and beliefs have a crucial impact on their behavior in the classroom and their practices regarding teaching (Anati, 2013; Barber, 2018; Cooper & Croyle, 1984; Walkenhorst, 2014). The main reason behind this is that teachers' daily classroom practices is the last step of "the complex chain of educational systems" (Treviño et al., 2018, p.37) because with their practices, teachers show and teach the expectations of the society by utilizing the necessary tools. Therefore, the way students' attitudes towards issues such as inclusion and diversity may be affected by their teachers' classroom practices. It was also found that this is the case for both in-service and pre-service teachers (Sharma et al., 2014). When the existing literature is analyzed in terms of teachers' practices with diversity and inclusion, it can be seen that two main conclusions are common.

The first conclusion is that teachers have the necessary knowledge or a positive attitude regarding these key concepts, but unfortunately, they are not able to translate this knowledge into practice. For instance, Chen and Goldring (1994) found that participants of their study acknowledged diversity as a positive concept; however, when asked about their classroom practices, they stated diversity actually caused challenges both for students and teachers while learning and teaching. In the same study, it was also found that although the teachers were highly aware of their

students' diversity, this did not produce a positive outcome, which was observed in students' average success.

The second conclusion is that teachers do not have the necessary skills, insight, or the courage to teach diverse student profiles (Sabry & Bruna, 2007; Tomalin, 2007). For instance, in one study, Soilamo (2008) found that teachers lacked the necessary knowledge regarding learners with diverse profiles and they were not qualified to teach, and as a result of this, they were not able to adjust their teaching style according to these profiles. On the other hand, in some studies, it was found that teachers wanted to learn more about their students' life and culture and how they can teach these concepts in the classroom (Acquah et al., 2016).

However, responding to students' diverse backgrounds and needs turns into a challenge because policymakers are the ones making the decisions regarding the curriculum, which in fact affects teachers' daily classroom practices, so this hinders teachers' capability of designing their lessons and materials according to their students' diverse needs (Lammert, 2021). In addition to this, there are also teachers who assert that if the other teachers or the principals in their school do not have a similar view or an attitude, they may not be able to cope with this challenge and they may also unwillingly fail to include everyone (Bartolo et al, 2003).

As mentioned above, even though some teachers have a positive attitude towards inclusion or diversity, they are not eager to apply it in their classes (Hwang & Evans, 2011). However, it is crucial that teachers recognize students' differences and their diverse needs and as it is a key factor that affects students' language learning, it should also be a key component for teachers while planning their lessons (Al-Amir, 2017; Mills & Moulton, 2017). Therefore, it can be stated that diversity must be an essential part of teaching a language (Krulatz et al., 2018). This brings the issue of "responding to diversity" which means being aware of students' individual traits and implementing a differentiated method of teaching to ensure that all of the students can be active in the learning process in an inclusive way (Gay, 2000). The differentiated method of learning was found to be effective in terms of providing students with activities that are creative and flexible, and which involve students to work in groups according to a diversified curriculum (Bartolo et al., 2003).

In addition to differentiated teaching, other suggestions are given in the literature such as utilizing available materials, implementing the most suitable approach to teaching by making the necessary adaptations and diversifying the style of instruction according to students' learning styles (Westwood, 1993). It is also suggested that only by providing teachers with multicultural education or training, it is not possible to make them competent in terms of diversity, especially if they do not possess the necessary positive beliefs regarding diversity. On the other hand, it is still necessary to expose them to such trainings to raise their awareness (Pohan & Aguilar, 2001). Moreover, it is also recommended that if teachers want to practice inclusion in their classrooms, in addition to identifying their students' diverse backgrounds and needs, they must analyze the topics and the curriculum to decide what really needs to be taught (Humphrey et al., 2006). The final suggestions given are that necessary financial support should be provided to support workers (Farrell, 2010) along with creating low-cost materials (Kristensen, 2002) or buying the necessary materials to teach properly.

2.4 Research on Inclusion and Diversity Practices in TESOL

In this part, studies conducted on the concepts of diversity and inclusion will be provided with a focus on research related to Teaching English to Speakers of Other Languages (TESOL). This is the broad term which includes Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL), which are generally referred as English as a Second Language (ESL) and English as a Foreign Language (EFL). Diversity is an indispensable part of ESL classroom (Liu & Nelson, 2017). In a typical ESL classroom, it is possible to see learners with diverse backgrounds, which may entail their gender, economic class, culture, or L1 (Gonzalez et al., 2011). It is asserted in the literature that culture and gender are instrumental in language classes and learning activities can be successful if differences regarding culture and gender are incorporated (Kinsella, 1996). In addition to gender and culture, teachers must address students' diverse backgrounds, which can be their culture, mother tongue or motivational orientation in order to ensure a successful teaching. As these bring diversity to the class, teachers should focus on these diverse profiles while teaching since it can facilitate students'

learning and cooperation with others (Gonzales et al., 2011). However, as Liu and Nelson (2017) suggest individualist teachers may overlook the social aspects a person may have and instead implement a meritocratic approach while teaching. On the other hand, multiculturalist teachers can realize that this situation may lead to inequities among students. Therefore, teachers must allocate time to analyze their students' backgrounds and guide them accordingly so that the students can identify their own learning styles and strategies (Brown, 2007; Celce-Murcia, 2001).

In addition to the diversity in terms of culture, sexual orientation, gender and motivation. In a language classroom, it is also natural to see that students have diverse learning styles and strategies. Learning style is defined as "a general predisposition, voluntary or not, toward processing information in a particular way (Skehan, 1991, p. 288). Some examples of learning styles could be listed as visual, auditory, kinesthetic and tactile learning. In addition to these, Celce-Murcia (2001) also lists some learning styles shaped according to students' personality. These learning styles can be listed as: extroverted, introverted, intuitive-random, sensing-sequential, thinking, feeling, closure-oriented, judging, and open/perceiving learning.

In addition to their learning styles, students may also have different motivation types. These types can be listed as intrinsic and extrinsic, which are also known as integrative and instrumental motivation. Among these, instrumental or extrinsic motivation refers to the motivation type that helps students learn the language to benefit from it, such as finding a job or earning more money (Soureshjani & Naseri, 2011). On the other hand, intrinsic or integrative motivation is the motivation type for which learning the language is the only aim (Soureshjani & Naseri, 2011).

In the literature, there are also studies conducted on ESL and EFL textbooks to identify if they include cultural or gender diversity or if they have a hidden curriculum regarding these. It is stated that textbooks are prepared according to a specific political, economic, or social ideology (Shardakova & Pavlenko, 2004).

It was also found that textbooks are not good enough as they only promote heteronormative sexual identities (Paiz, 2015). In addition to heteronormative

identities, it was found that textbooks do not include different cultures equally (Tseng, 2002). Moreover, if the textbook has a hidden curriculum, which means "unstated norms, values, and beliefs are transmitted to students through the underlying structure of a given class" (Giroux, 1988, p. 51), then it may only include hegemonic culture elements and ignore the other cultures.

2.5 Research on Inclusion and Diversity Practices in Turkish Higher Education

The right to education is secured in the Constitution of the Republic of Turkey (1982) which states "No one shall be deprived of the right of education". This article ensures that everyone can access education no matter what differences they may have. However, as Mızıkacı (2010) states, privatization of education has led to social injustice, which means not every student has access to the same educational opportunities, and this can be observed not only when public and private universities are compared but also within the private universities. These schools not only accept students who come from wealthy families, but also students who have a lower income background can also study at these universities with scholarship. Therefore, it is possible to see a gap between students that pay fully for the school and the ones who are on a full, comprehensive, or 50% scholarship.

Erbaş (2019) investigated the results of the studies which explored the causes of inequality in Turkish higher education, and he found that socio-economic status, linguistic and geographical differences were the main reasons. For example, in one of these studies, it was found that according to students' socio-economic status and the city they lived in, it was possible to foresee whether they would be admitted to higher education or not (Ergin-Ekinci, 2011). In his review, Erbaş (2019) also concluded from the literature that students who live in rural areas and have low socio-economic background are at a distinct disadvantage. It was also found that when students are not able to use their native language in Turkish-medium universities, they are not likely to be successful (Erdem, 2011).

When the existing literature is reviewed in terms of the studies regarding inclusion and diversity, it is clear that Turkish teachers are aware of the fundamental principles

of inclusive education and typical features of students with special needs. Nonetheless, it is clear that when it comes to implementing inclusive education, they are unfortunately considered to be inadequate (Katıtaş & Coşkun, 2020). The main reason behind this is that even though the teachers have the awareness and the sufficient information in terms of applying inclusive techniques and giving the necessary support to students, Turkish Education system does not actually allow them to achieve that due to some circumstances. These circumstances may vary depending on the institution; however, mostly they are related to assessment, rote-learning, lack of resources (Şener, 2018), crowded classes and teacher self-efficacy (Katıtaş & Coşkun, 2020).

In the literature, the number of studies conducted in higher education regarding inclusion and diversity is limited and, in many studies, researchers preferred the term multiculturalism instead of diversity. The reason is they choose to define *multiculturalism* and diversity in the same way, which refers to:

> Including aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status, or age. Multiculturalism, in an absolute sense, recognizes the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions. (American Psychological Association, 2002, p. 10)

These studies suggest that teachers should give importance to students' diverse backgrounds, with a special focus on their culture because teachers have the responsibility to teach their students a new culture along with the new language. Therefore, they must be aware of the cultures that exist within the classroom (Byram & Feng, 2005; Çelik, 2014). This is also crucial because teachers need to create a positive classroom atmosphere conducive to learning, and this can only be achieved if teachers are aware of the students' diverse backgrounds and design and deliver their lessons according to these (Çelik, 2014).

As this study focuses on preparatory school instructors' views and practices regarding diversity and inclusion, the literature regarding ESL, EFL and ELT should also be mentioned. These studies were also conducted both with pre-service and in-service teachers. Most of them had a specific focus such as cultural diversity. For

instance, in a study undertaken with pre-service teachers regarding their attitudes towards cultural diversity, Atay (2005) found that the participants were aware of the importance of cultural diversity; however, they were not able to raise these issues in the class as they did not receive any training regarding it. The same issue (i.e., lacking training) was found to be true in another study conducted by Atay et al. (2009). In addition, in a study with in-service teachers, Önalan (2015) found that although the teachers had positive attitudes towards cultural diversity, they did not include it in their lessons. Finally, in a study with EFL teachers working at public and private universities, Taşdemir and Gürbüz (2021) found that all of the participants stated that it is possible to incorporate teaching culture into all levels; however, they experienced some challenges such as students' resistance.

There are also studies conducted in terms of the issues in ELT coursebooks with regard to diversity and inclusion. For instance, in some studies, it was found that "age, social class, and gender are problematic areas in the visual materials in ELT coursebooks in terms of their cultural, psychological, and social attributions" (Arıkan, 2005). On the other hand, Gencer (2020) conducted a study in which she analyzed the textbook named *New Language Leader* and found that the book had multicultural and racial elements. These elements were demonstrated both in text and with visuals. Therefore, it is clear to see that both sides of the issue are presented in the literature.

In addition to the studies conducted, there are also some programmes that have been implemented in terms of catering for students' needs. For instance, there are many universities that offer distance learning opportunities to disadvantaged learners. (Erbaş, 2019). Moreover, Council of Higher Education in Turkey established the Commission for Students with Disabilities in order to ease the lives and learning process of students with disabilities (Erbaş, 2019). However, these may not be enough to cater for diverse profiles. During COVID-19, these groups experienced different challenges which are discussed in the next section.

2.6 Research on Inclusion and Diversity During Covid-19

Since the first interviews and the lesson observations took place during the pandemic, it significant to briefly touch upon the studies conducted on inclusion and diversity regarding this period.

When these studies are taken into account, it can be clearly seen that COVID-19 did not change the basic features in the field regarding inclusion and diversity. The main reason behind this is the ones who were marginalized, oppressed, or discriminated had to go through the same or maybe even worse conditions in order to receive education during the pandemic. In general, parents with high-income, a better education and a better-paid job are able to access additional educational resources such as tutors and technological devices, allocate time for their children and establish network with necessary people or services and eventually these opportunities increase their children's academic performance. On the other hand, parents with lower income are not able to provide most of these to their children because they have to deal with unemployment or poverty (OECD, 2016). Unfortunately, the same issue repeated itself during the pandemic. That is because once again privileged or wealthy families provided their children with more resources and help compared to students from underprivileged backgrounds. For instance, some family members with lower income were not able to work from home as they needed money to survive, therefore they were not able to help their children with school related work. Moreover, some families were not even able to give their children parental support or a quiet space to study (OECD, 2020). Therefore, this was not only a problem related to inclusion or diversity, but an obstacle for quality education during COVID-19. Moreover, Association of Canadian Deans of Education (2020) argues that as the pandemic mandated a need to access education by using technology, the inequality among learners has increased. The students who were more vulnerable did not have the chance to get the help or the resources they needed, and this amplified the disparity between the vulnerable students and the others. In the end, due to the pandemic, students, especially the ones who are already at a disadvantage had to deal with financial problems and this situation affected their academic success negatively.

According to the report presented by OECD (2020), it was found that student groups who experienced more obstacles during COVID-19 are:

> Students from low-income and single-parent families; immigrant, refugee, ethnic minority, and indigenous backgrounds; with diverse gender identities and sexual orientations, and those with special education needs. They suffer by being deprived of physical learning opportunities, and social and emotional support available in schools. (OECD, 2020, p.2)

In addition to this, it is also asserted "the disruption of COVID-19 has changed education forever" (Association of Canadian Deans of Education, 2020, p. 2). Therefore, it is clear that "COVID-19 has exacerbated systemic barriers currently faced by marginalized, oppressed, and low-income children and youth" (Ciuffetelli & Conversano, 2021, p.2).

Another study named *The Impact of COVID-19 on Education Systems in the Commonwealth* (2021) was conducted and some common results were found in countries such as Nigeria, India, Ghana, Rwanda and more. Some of these commonalities were listed as:

1. Burden on parents to find alternative learning modes
2. Adolescent girls at higher risk of educational exclusion or sexual exploitation due to COVID-19
3. Government plans in place for inclusive education, but limited funds to execute the plans
4. E-learning material not reaching rural/remote parts of the country and people living in poverty due to lack of internet facilities and technology such as mobile phones and laptop/computers, television, and radio
5. The lower the income of parents, the higher the chances of their children not performing well in their studies
6. Illiteracy of parents contributed to lack of support for learning at home
7. Lack of power supply/electricity inhibited ability to study at home (Commonwealth, 2021, p. 116)

In addition to these common findings, it was also found that girls' education must be prioritized since in "every pandemic and humanitarian crisis, girls' education is greatly affected" (Commonwealth, 2021, p.118). Another significant finding was that the teacher capacity is the key, therefore teachers should have the necessary skills to implement inclusive practices to involve disadvantaged groups in the learning process.

To summarize, in this chapter, the literature regarding the terms diversity and inclusion was reviewed. The study focused on the explanations of these two terms, their background and what teachers around the world and Turkey understood from these and how they implemented them in their teaching practices were explored. In addition, since this case study took place during COVID-19, how the pandemic affected diverse profiles and teachers' practices to cater for these profiles were also explored. The methodology of the study along with the explanation of the context, participants, data analysis procedure are explained in the next chapter.

CHAPTER 3

METHODOLOGY

3.0 Presentation

In this chapter, the research methodology with regard to qualitative research, case study, research context and participants will be described. In addition to these, the data collection tools, and the procedures of data analysis will be explained. Moreover, the role of the researcher, the ethical considerations regarding the study and the credibility and consistency of the study will be provided.

3.1 Qualitative Inquiry

When the literature is taken into consideration, it can be realized that qualitative research has been defined in different ways by scholars. For instance, Denzin and Lincoln (2005) provide the definition given below:

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p.4)

Another definition provided by Creswell (2013) is:

> Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers

> use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (p.44)

In addition to these definitions, qualitative research is also considered as an "umbrella term" (Brink, 1993) which includes different approaches such as grounded theory, ethnography, phenomenological research, and case study. Even though there are differences in the way scholars define qualitative research, and there are different approaches to conduct a qualitative study, when the literature is taken into account, it can be clearly stated that there are some common key features.

The first key feature of qualitative study suggested in the literature is that the main focus of qualitative research is "participants' meanings" (Creswell, 2014). In other words, it is about studying participants' narratives which are mainly about their experiences and "their constructions of the world" (Cropley, 2021, p. 10) and the rationale behind this comes from the belief that "all people are competent to describe their own lives and say how they understand them" (Cropley, 2021, p. 56). Therefore, as they have first-hand experience with the phenomenon under study, it is crucial to learn about it from the participants themselves. For that reason, in qualitative research, the number of participants is limited to a few, unlike quantitative research where it is possible to conduct a study with more than hundreds of participants. In addition, the participants of qualitative inquiry are either selected according to a certain set of criteria or chosen randomly. However, in both of these situations, it is common to choose the people that have certain knowledge or experience with the issue or problem being studied (Cropley, 2021).

The second significant feature of qualitative research is that the researcher plays a key role in every step of the inquiry. In other words, the researcher is responsible for collecting, analyzing and interpreting the data. In addition, in qualitative study, the data collection can take different forms such as conducting observations or interviews, reviewing documents, analyzing the data, and interpreting it. Moreover, in order to comprehend the data better, the researcher needs to gather different types

of data together and interpret it according to participants' narratives, by avoiding any potential bias (Creswell, 2014).

The third common feature among different qualitative research types is that researchers usually collect data in the natural setting where the issue being investigated takes place. Unlike quantitative research, the participants are not expected to be at a lab, or they are not sent a specific questionnaire to fill out. On the contrary, in order to understand the issue or the phenomenon better, the participants may be observed or interviewed in their own natural setting (Creswell, 2014). Moreover, while only a questionnaire or a survey might be enough for quantitative research to produce results, in qualitative research, the data is collected from multiple sources such as documents, interviews and observations (Creswell, 2014).

The fourth important feature of qualitative research is that it has an emergent design (Creswell, 2014). In other words, even though the researchers may plan the whole research beforehand, after spending some time in the field or after interviewing or observing the participants, they may decide to make changes. These changes could be related to data collection methods, interview questions or the criteria for observation.

In addition to the common features explained, it can be stated that qualitative research has some certain aims. One of these aims is "to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories" (Mohajan, 2018, p.2) unlike quantitative inquiry where the aim is to explain the issue being studied by focusing on the causes or the results of it (Brink, 1993). In addition, quantitative research mostly deals with statistical or numerical data whereas qualitative research is more subjective as it includes what participants share or how they behave.

3.2 Case Study

It is asserted in the literature that a case could be a person, an event, or entity. It is also stated that case study research can be conducted on various topics, and it may

include organizations, communities, and groups of people (Yin, 2018). In addition, case study deals with themes that emerge from what the participants express. Therefore, case study does not have the purpose of proving a point or making generalizations (Hancock & Algozzine, 2006). On the contrary, it aims to explore the phenomenon being investigated and present the results only by interpreting the participants' narratives of their own experiences, thoughts, and beliefs without making generalizations. Moreover, "case study research is richly descriptive because it is grounded in deep and varied sources of information" (p.16). Some of these sources are interviews, documents, and observations (Hancock & Algozzine, 2006).

Whether case study is a research method, a research strategy or just a mere choice as to what to study has been a matter of discussion (Creswell, 2013). While some authors such as Stake (2005) argues that "case study is not a methodological choice but a choice of what is to be studied" (p.134), others such as Denzin and Lincoln (2005) define it as a methodology or a strategy. In addition, another discussion that is observed in the literature is some authors argue that case study is one of the options when one wants to conduct qualitative research (Creswell & Poth, 2018). However, others believe that case study is more than that due to the features it has (Yin, 2018).

It can be understood from the existing literature that there are different procedures to implement case study research, some of which were presented by Stake (1995), Yin (2018) and Merriam (1998). In the study at hand, the researcher followed Yin's (2018) steps to decide whether this research would be a case study. Therefore, the first step taken, after deciding on the topic, was determining the research questions. As Yin (2016) suggested, the researcher ensured these research questions could be answered through a case study. Then, she reviewed the literature to identify the propositions given, which in fact, affected the way she prepared interview questions and the observation criteria. In the next step, the researcher decided on what the case would be and whether it would be a single or a multiple case study.

In addition to the procedures, the researcher also needs to decide whether the case study is exploratory, descriptive, or explanatory (Yin, 2018, p. 41) or as Stake (2005)

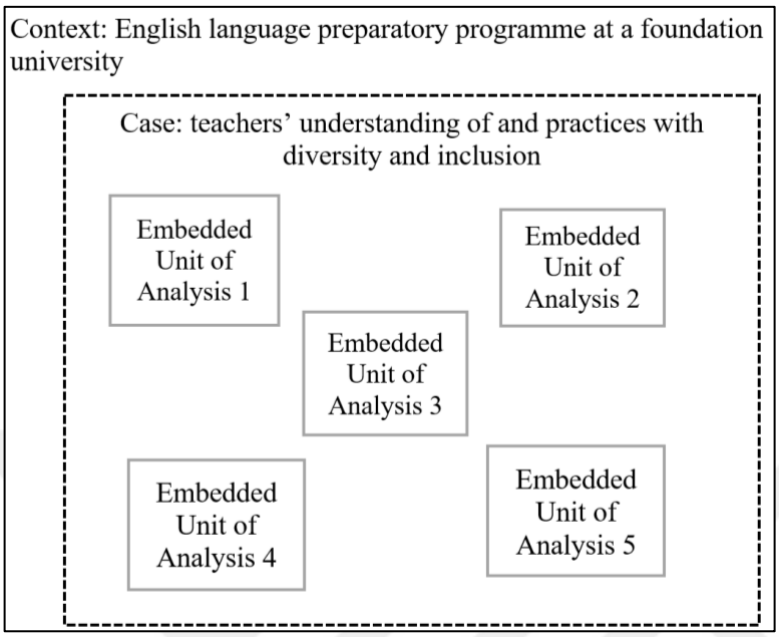
suggests if it is intrinsic, instrumental, or collective. Among these, exploratory research is applied when "the goal is to develop pertinent hypotheses and propositions for further inquiry." (Yin, 2018, p.43) Descriptive research is implemented in order to define the research in different ways. Moreover, explanatory research is applied so that the researcher can explain the causes and the effects of a phenomenon. In addition to these, intrinsic case study is used when the researcher wants to find out more about an issue or a problem whereas instrumental case study refers to conducting research into a topic or a phenomenon that already exists. Finally, collective case is similar to multiple case study where the study is conducted with more than one case (Payne et al., 2020).

Taking the literature regarding qualitative research inquiry and case study into account, the current study takes preparatory school instructors' views and practices related to diversity and inclusion as the case and employs a single-case embedded design to investigate the phenomenon of teachers' views regarding these two terms and to what extent they are able to include these concepts in their teaching. As Baxter and Jack (2008) argue, conducting a study where the focus is not only on the single case but also on the embedded units is a significant one as it "illuminates the case" better (p. 550). However, as Yin (2018) suggests, it is also important not to neglect the general case while focusing on the embedded units. In addition, the researcher applied Yin's (2018) exploratory research design, which aims to understand the phenomenon by utilizing the necessary research tools to have another look at the phenomenon.

In the study at hand, Yin's (2018) single case embedded design was employed. The single case is preparatory school instructors' views and practices regarding diversity and inclusion and the five embedded units represent the five participants of the study, which are illustrated in Figure 1 and will be explained in the next part along with the research setting.

Figure 1

Single-case – embedded design of the current study



Note: Single case - Embedded Design adapted from: *Case Study Research and Applications: Design and Methods* (p.96) by R. K. Yin, 2018, SAGE. Adapted with permission.

3.3 Research Context and Participants

3.3.1 Context

The study was conducted at a foundation university in central Turkey, which is considered as one of the most successful foundation universities according to the statistics depending on its achievements in different fields. When the student profile is taken into consideration, it can be clearly stated that the university has a diverse student population, which includes international students and Turkish students coming from different regions of Turkey. Among these students, some of them have a wealthy or privileged background whereas others are not as privileged, and they receive scholarship from the school. The school provides different types of scholarship opportunities to those students depending on their ranking in the university entrance exam or talent (only for a few departments). The medium of instruction is English and therefore students have to complete the English

preparatory school programme successfully before they start studying in their departments. The university has approximately 13.000 students and more than 900 academic personnel.

The study was conducted in English Language Preparatory School of the university. After students complete the registration to the university, they take the proficiency exam, which determines their proficiency level they need to study at. Depending on their level, the preparatory programme may take up to two years. However, if students receive the necessary grade from this exam, they can start studying at their departments without studying at the preparatory school. The programme offers five different levels and courses, which are elementary (Common European Framework A1), pre-intermediate (A2), intermediate (B1), upper-intermediate (B1+) and pre-faculty (B2). In addition, if students start their education with a higher proficiency level (upper-intermediate or pre-faculty), they may finish the programme in one semester or a year. However, if they are at lower levels, it takes more than that and they are only allowed to study in the programme for two years, after which they are dismissed from not only the preparatory school but also the university. All of the courses take 8-weeks (except for pre-faculty which may take 13 weeks) to complete and if students can meet the requirements of the course, they can start studying at the next level. On the other hand, if students pass the upper-intermediate course at the end of the semester, they can study at 13-week pre-faculty course.

In each course, students have one main class teacher and one or two support teachers. The number of the support teachers depends on the number of students and teachers in the programme in that semester. In 8-week courses, students have 25 contact hours with their teachers whereas they have 20 contact hours in 13-week courses. In all courses, students also have two office hours with their main class teachers. In addition, at each level, students have to fulfil some certain requirements. In order to complete a level and pass a course successfully, students are required to receive minimum 60 points out of 100 from the two exams administered during the course, and they need to receive minimum 60 points out of 100 from the learning portfolio tasks. Moreover, they should not exceed the absenteeism limit, which is 20 hours for an 8-week course and 27 hours for a 13-week course. If they can meet

these requirements, they are allowed to take the end of course exam. 20% of students' previous exam total is added to this end of course exam and they need to collect minimum 60 points in total to start studying at the next level.

In the exams, students are asked different types of questions, which can be categorized as open-ended and multiple choice questions. However, the number of multiple choice questions outweigh the open-ended ones. The exams include reading, listening, grammar, vocabulary and writing sections. However, in the proficiency exam, which they can only take after completing the pre-faculty level, there is also a speaking section. Moreover, as mentioned above, students also need to receive minimum 60 points out of 100 from learning portfolio (LP) tasks. The preparatory programme has common rules for all the levels regarding these portfolio tasks. For instance, in every level, students have an online component which is worth 20 points and they have to complete some complete/incomplete tasks which are worth 40 points. Other than these tasks, main class teachers decide on the rest. Teachers are provided with options, but they are also told that they need to have at least one writing task, one speaking task which is either a presentation or a discussion and one language related task, which can be a grammar-vocabulary quiz. Therefore, depending on their students' strengths and weaknesses, teachers decide on the tasks they want to administer. As can be understood, there is not a curriculum or material preparation unit that prepares the portfolio tasks (such as quizzes, writing or speaking tasks), on the contrary, each main class teacher is responsible for preparing, implementing, assessing, and giving feedback to each portfolio task.

In addition to portfolio tasks, there are other responsibilities that teachers need to fulfill. Approximately 100 local and international instructors are currently working in the programme. The university has its own criteria for hiring teachers along with the requirements and expectations of the Higher Education Council. Teachers in the preparatory school are required to teach 15 to 20 hours which may increase up to 25 hours. This number changes depending on the number of students registered to the programme and the number of teachers available to teach in a certain semester or a year. Until the summer school period, teachers are expected to be at school only for their lessons and the meetings scheduled. However, during summer school, only

some instructors teach, and the rest is asked to be at school to prepare new materials or revise the old ones. In addition to teaching hours, teachers are expected to take part in proctoring exams, marking exams and portfolio tasks, substituting when required and participating in the professional development activities.

In the institution, professional development has always been considered as a significant element for teachers. Therefore, teachers are expected to follow certain steps in order to improve themselves professionally. For this reason, some internationally recognized programmes have been conducted in the institution over the years, such as Certificate for Overseas Teachers of English (COTE), Certificate in English Language Teaching to Adults (CELTA), In-service Certificate in English Language Teaching (ICELT) and Diploma in Teaching English to Speakers of Other Languages (DELTA). In addition to these, every year, the instructors are expected to go through professional development observation (PDO) cycles. In this cycle, they are expected to decide on an area that they need to improve regarding their teaching practices. This could be related to the activity types they implement in the classroom, the interaction types they prefer, or it could be about implementing a certain teaching strategy for the first time. When they decide on that area, they are expected to review the literature in terms of the area they would like to work on or observe their colleagues who have worked on similar issues in order to have a basic understanding regarding that aim. After that, the instructors are expected to plan a lesson where they implement the target strategy, method or activity and they are observed by their Head of Teaching Unit (HTU). Then, after the observation, each instructor has a meeting with their HTUs in order to receive feedback regarding their PDO goal and the lesson they conducted. Depending on the feedback, the instructors are asked either to revise their aim and try to work on it again or if they achieve their goal, they are asked to choose another area to work on in the following year.

When it comes to the responsibilities of teachers regarding the classes, it depends on whether they are a main class or a support teacher. Main class teachers have 15 contact hours with their classes while the support teachers may have 5 or 10 hours depending on the number of support teachers assigned to each class. Main class teachers are required to keep track of students' absenteeism, prepare, administer,

and mark the portfolio tasks, mark the exams the testing unit prepares either during or at the end of the course, prepare the weekly planner, which includes the objectives that need to be covered during a course, and share it with the support teacher(s). In addition to these, they are also required to meet the students in their office hours either to talk about their strengths and weaknesses, or to give feedback regarding their portfolio tasks or exams. Sometimes, they also use those hours to have speaking practice with the students, especially at higher levels.

In terms of their approach towards diversity and inclusion, the necessary documents were reviewed, and it was found that the only explanation by the university or the preparatory programme is the statement that the university includes Turkish and international students from diverse backgrounds and their aim is to cater for these students' diverse backgrounds and diverse needs. However, none of these backgrounds or needs are explicitly stated in any document.

On the other hand, although there is no such document regarding students' diversity or inclusion of students with diverse backgrounds, when the criteria that the preparatory programme has for creating teaching units are taken into consideration, it can be realized that a certain type of diversity is aimed to be achieved in each unit. The criteria state that in each unit there should be at least one male teacher as the number of male teachers in the programme is very low. Moreover, there should be at least one native speaker of English in each unit. There should also be teachers with different years of experience such as one teacher with at least 0-5 years of experience, one teacher with at least 5-10 years of experience, one teacher with at least 10-15 years of experience, one teacher with at least 15-20 years of experience and one teacher with at least 20-25 or more years of experience. It is believed that this creates a certain level of diversity in each unit where teachers can collaborate and share their ideas or experiences with each other.

In addition to these, this context was chosen not only due to its convenience for the researcher, but it is also a representative institution among other foundation or private university English language preparatory schools as they share similar features or they are inspired by one another. Moreover, the participants of this study were also selected according to the criteria, used by the institution, among the ones

who volunteered. It is believed that this can provide the researcher with rich data from diverse backgrounds. The participants and their background are presented in the next section in detail.

3.3.2 Participants

The study was conducted with 5 participants, all of whom are working in the English language preparatory school of the same foundation university in central Turkey. All of the participants are Turkish instructors as it was thought international staff may have a different perspective regarding the issues of diversity and inclusion. Moreover, since they may be experiencing different challenges due to their native language, culture, or religion, they were not included in the study. On the other hand, even though all of the participants are Turkish, they have different personal, educational and professional backgrounds, they have different years of experiences in different institutions. Therefore, it provides diverse perspectives to the study at hand.

While choosing the participants, criterion sampling was utilized (Creswell, 2013). The main reason behind this is that choosing the participants according to a certain set of criteria provides the researcher with "information-rich cases" (Patton, 2002, p.46). The set of criteria for selection of participants were a) they all had worked in the institution for at least five years, b) they were all familiar with the school culture, materials, and student profile c) they had all been through some type of professional development process such as ICELT. Moreover, in the institution, the instructors in each teaching unit (TU) were chosen according to the criteria which were: a) being a line manager, b) being a teacher trainer, c) being a teacher with at least 20 years of experience, d) being a teacher with at least 10 years of experience, e) being a male teacher. These criteria aim to have a certain degree of diversity in each teaching unit. The same aim applies to the research at hand as it can provide the researcher with diverse viewpoints on the research topic. When the necessary permissions were taken, the research request was shared with the preparatory programme mail list and the instructors who volunteered were chosen according to the criteria. The participants were given pseudonyms in order to ensure confidentiality and information regarding their background is given below.

3.3.2.1 Nuray

Nuray is from a big city in central Turkey. She graduated from the ELT department of a state university. Upon graduation, she started working in the institution where the study was conducted. She has been working in this institution for 27 years. She has worked with different levels over the years as a main and a support teacher. However, in the past couple of years, she has worked mainly with upper-intermediate and pre-faculty levels. She has 20-25 hours of teaching throughout the year. She completed COTE and DELTA and holds a certificate for both. She also holds an MA in management in education. She has had different roles in the institution, one of which was working in the curriculum and testing unit (which is now called the testing unit only). She worked there approximately for 6 years. In that unit, she was a level assessment developer, therefore, she used to prepare the materials according to the criteria given in the curriculum so that other instructors could teach those materials in their classes. Moreover, she also prepared the exams for the level she was responsible. After this experience, she worked as a teacher trainer in ICELT course approximately for 5 years. In this course, she was responsible for assessing participants' assignments, giving feedback to them, and conducting sessions along with the other trainers.

3.3.2.2 Nazif

Nazif is from a big city in the southeastern part of Turkey. He is a graduate of American Culture and Literature department of a state university. After graduation, he started working at a language school for two years. Then, he worked in a private university for a year. After that, he started working in the institution where the current study took place. He has been working in this institution for 7 years. He has worked with different proficiency levels as a main and a support teacher. He received his ICELT certificate at the end of his first year in the institution. He started doing his MA but due to the workload and the personal problems he experienced, he was not able to complete it. Now, he is doing the DELTA course, which is offered by the institution. As the teachers doing DELTA get a reduction in their teaching hours, he has 15-20 hours of teaching throughout the year.

3.3.2.3 Tuğçe

Tuğçe is from a big city in the southern part of Turkey. She is a graduate of ELT department of a state university. Upon graduation, she started working in the institution where the study took place. She has been working in the same institution for 15 years. She has worked with different proficiency levels as a main and a support teacher. Moreover, she has been working as a head of teaching unit (HTU) in the institution. Due to her administrative duties, she has 10 hours of teaching, and she works only as a support teacher. Over the years, she has worked as an HTU for different levels; however, for the last couple of years she has been working as the HTU for pre-faculty level. Her job requires her to ensure effective communication between the teachers (or students) in her unit and the management, and to deal with incidents regarding attendance, cheating or any other unexpected circumstances. Moreover, before each course, together with the other level HTUs, they gather to discuss the materials that need to be revised or renewed. They assign the necessary task preparation or revision to the instructors in their teaching units. If necessary, the HTUs may also choose a new coursebook, make necessary changes to the level wordlists or the language objectives of that level. In addition, at the beginning of each course, they conduct class visits to introduce themselves to students and answer the questions they may have. After these class visits, the HTUs hold update meetings with each main class teacher to talk about students' progress. They also work with the students who need extra support in terms of their language skills.

3.3.2.4 Gizem

Gizem is from a small city in the Black Sea region of Turkey. She is a graduate of ELT department of a state university. After graduation, she was involved in a Comenius project for four months where she worked with middle school students. Then, she worked with preschoolers and finally, she started working at the institution where the current study was conducted. She has been working in this institution for 12 years. She has worked with different levels as a main class and a support teacher. She has 20-25 hours of teaching throughout the year. She completed CELTA and DELTA in this institution and received her certificate for both. She also holds an MA in management in education.

3.3.2.5 Hatice

Hatice is from a big city in central Turkey. She is a graduate of the English language and literature department of a state university. After graduation, she started working in the institution where the study took place. She has been working in the same institution for 32 years. Initially, she started working in the faculty of academic English, where she worked as an instructor for 9 years. In her last year working there, she became an HTU, so she worked as an HTU for one year. During that time, she had the same responsibilities as Tuğçe, who is currently working as an HTU. Then, she started working in the preparatory school. So, she has been working in the preparatory school for 23 years as a teacher trainer. She is responsible for the DELTA course conducted in the programme with another colleague. Due to her responsibilities in the DELTA course, her teaching load is 10 hours a week. Her responsibilities as a teacher trainer include designing and delivering sessions according to the DELTA course criteria, giving feedback to participants' assignments, which also includes marking these assignments and guiding the participants during the DELTA course, which takes approximately 1,5 years. In addition to DELTA, another programme called English Language Teaching Certificate (ELTC) is also conducted in the preparatory programme and Hatice is one of the teacher trainers in this course. It is a course conducted with instructors who are either at the beginning of their career or new to the working environment. She has similar responsibilities in this course such as designing and delivering sessions and guiding the participants of the course through the course. In addition to her responsibilities as a teacher trainer, she also has other responsibilities. For example, she helps the administrators during the process of recruiting new instructors. She also conducts the induction course for the new teachers. Furthermore, she conducts lesson observations for the new teachers who are in their probation period. Lastly, she helps the relevant parties during curriculum renovation process.

3.4 Data Collection Tools

In qualitative research inquiry, data must be collected in a systematic and organized way as it is a long process, which entails different data collection tools and methods

(Altheide & Johnson, 1994). Moreover, data collection process in qualitative research is more subjective compared to quantitative data where the data collection is more objective. The main reason is that the researcher in qualitative study is considered as the "human instrument" (Denzin & Lincoln, 2003) that may influence the way data is analyzed or interpreted with their personal judgment or bias. On the other hand, in quantitative research, the researcher's feelings or biases have no place during the analysis or the interpretation of the data. In addition, the data in quantitative inquiry is mostly numerical, while the data in qualitative research is more about participants' feelings, attitudes, beliefs, or thoughts (Punch, 2013). Furthermore, quantitative research studies usually include more structured data collection tools such as questionnaires or surveys with Likert Scale or questions with multiple options to choose from. On the other hand, in qualitative inquiry, the participants are mostly asked open-ended questions which can be structured, unstructured or semi-structured (Hancock & Algozzine, 2006). Finally, it is possible to reach generalizations in quantitative research whereas this is neither possible to achieve nor purposeful in qualitative inquiry due to the limited number of participants.

As Yin (2018) suggests, in qualitative research, and specifically in a case study, the data can be collected in various ways such as "documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts" (p.171) He also cites Marshall and Rossman (2016) to add "films, photographs, videotapes, projective techniques and psychological tests, proxemics, kinesics, and life histories" to data collection ways (p. 178).

In this study, the researcher conducted lesson observations, and two sets of semi-structured in-depth interviews with the participants. In addition to these, the researcher took field notes throughout the study in the research setting, during the observations and interviews. Moreover, the researcher also reviewed some documents prepared by the university, preparatory programme, and some national and international organizations in regard to diversity and inclusion. In Table 1, the dates when the data collection took place are illustrated.

Table 1
Data Collection Timeline

Participants	Lesson observations	First Interviews	Second Interviews	Field Notes & Document Review
Nuray	06.04.2020	26.04.2020	20.06.2022	Throughout the study, whenever needed.
Nazif	16.04.2020	29.04.2020	13.05.2022	
Tuğçe	18.05.2020	19.05.2020	10.06.2022	
Gizem	22.05.2020	03.06.2020	21.06.2022	
Hatice	08.04.2020	30.04.2020	11.06.2022	

As can be understood from the dates the interviews and the observations took place, there is a 2-year gap between the interviews, which was unfortunately due to the health problems the researcher had. She had to give a long break to her studies during this time period.

In the following sub-sections, each research tool implemented in this case study is explained with reference to their content and duration by drawing on the related literature.

3.4.1 Semi-Structured In-Depth Interviews

One of the most useful components of data collection in qualitative research and specifically in case study research is conducting interviews (Yin, 2018). Interviews provide the researcher with personalized information regarding the participants (Mason, 2002). In addition, Vygotsky (1987) states, "the word is a microcosm of consciousness" (p.284) which means that the words people use to describe their experiences or narratives are actually representative of these experiences. Therefore, conducting in-depth interviews enables the researcher to comprehend these lived experiences and what they meant to the participant through the words they choose to utter (Heron, 1996). However, it is not possible to achieve this completely as the researchers cannot fully understand a person's stream of consciousness or full account of the experiences they had been through (Schutz, 1967). Therefore, it could be stated that conducting interviews can help understand the participants' behaviors and what these behaviors actually mean to a certain extent (Seidman, 2006).

Interviews can be divided into three categories which are standardized or structured interviews, semi-standardized or semi-structured interviews and unstandardized or unstructured interviews (Ryan et al., 2009). Among these, in structured interviews, pre-determined questions are asked to the participants without giving any space to flexibility. On the other hand, unstructured interviews do not include any specific questions regarding the research topic. It is more like a conversation with more general and open-ended questions and the process of interview continue depending on the answers of the participants (Moyle, 2002). In semi-structured interviews however, the participants are asked specific questions which ensure flexibility and depending on their answers to these questions, they may also be asked further follow-up questions to provide the researcher with more detail and deeper understanding of their narratives. Therefore, it is believed that semi-structured interviews are more appropriate for case study research. Another reason for this is that semi-structured interviews allow the participants to talk about their opinions and experiences freely and openly, which has a positive impact on the data acquired since it is their own perspectives, instead of the researcher's.

In the study at hand, two semi-structured interviews were conducted with each participant. The first set of interviews took place during the 2019-2020 spring semester right after the schools all around the world and in Turkey started providing online education due to COVID-19 pandemic. As the necessary permissions had already been taken, at that point the main aim was to focus on the instructors' overall views and (if possible) any practices regarding diversity and inclusion in traditional teaching. The questions aimed to gain an in-depth understanding of their experiences, the challenges they had faced and the suggestions they had for including these concepts in teaching related practices (Appendix A). The second set of semi-structured interviews were conducted during 2021-2022 spring semester and as can be understood there is a time gap between the two interviews due to the researcher's health problems. During this time gap, the participants taught online for a year during the pandemic and then they went back to traditional teaching. Therefore, the second set of interviews aimed to acquire information regarding their experiences in online and face-to-face education and the possible changes in their views and practices related to diversity and inclusion that might have happened

during the two-year break. The questions of the second interview included the instructors' preferences regarding setting pair/group work, nominating students during lessons, dealing with (if there are any) students' insensitive remarks and challenging stereotypes (Appendix B). The duration of each interview and their total length can be found in Table 2.

Table 2
Duration of the interviews

Participants	**1st interview**	**2nd interview**	**Total length of two interviews**	**Total length of all interviews**
Nuray	38 mins	38 mins	76 mins	388 mins
Nazif	51 mins	41 mins	92 mins	
Tuğçe	30 mins	26 mins	56 mins	
Gizem	41 mins	35 mins	76 mins	
Hatice	40 mins	48 mins	88 mins	

The first interview questions were prepared, and the necessary ethical permissions were obtained before conducting lesson observations. Therefore, the researcher also added some questions regarding each participant's lesson to the first interview questions. These questions were prepared according to the field notes she took during the observations, as the mode of teaching was completely different, the researcher did not prepare a specific set of questions regarding their lessons.

Throughout the interviews, the researcher acted according to the participant's needs and availability as it was significant to find a convenient place and time for both parties to conduct the research. Therefore, the time and place for each interview was decided by each participant. While the first set of interviews were conducted online due to COVID-19, the second set of interviews were conducted face to face except for the one with Nazif. Since he was not available during the weekdays due to his busy schedule, he wanted to conduct the interview online at the weekend. Before each interview, the participants were asked about their preference of the interview language, and they all stated that they felt comfortable doing it in English. So, the medium of the interviews was English. Having received the participants' consent, the researcher audio-recorded the interviews and transcribed them.

3.4.2 Lesson Observations

In addition to the interviews, conducting observations in the research setting is another significant method to collect qualitative data. The key factor in observations is to determine the points to observe so that they can help answer the research questions. Therefore, the researchers need an observation guide that can help them to focus on the points that can answer the research questions (Hancock & Algozzine, 2006). In addition, during the observations, the researcher may take the role of a nonparticipant or a complete participant (Yin, 2018). While conducting an observation, the researcher may prefer to take notes, record the situation or the setting in an audio or video format. In terms of lesson observations, the notes that the researcher takes could be about the explanation of the activities or tasks, students' or teachers' actions and behaviors during these tasks. It could also be about students' interaction with each other and with their teacher or it could include some instances where the teacher provides students with feedback (Ingram et al., 2018). These types of notes and observations are believed to have a looser framework as they have an unstructured approach. However, it is also believed that taking notes in this way can provide specific features regarding the behaviors and actions compared to a structured observation method where the features of behaviors and actions are given in a general sense.

In the study at hand, each participant was observed once, for 50 minutes in online lessons, during COVID-19. As the lessons were online, and as it was a completely new experience for the instructors, the aim of the observations was to get a general sense regarding the instructors' interactions with their students, to see how they conducted their regular, day-to-day teaching and to observe the strategies they implemented during the lessons such as nominating and assigning a pair or group work. Since only one observation was conducted and as it was in online education, the main aim was not to get an in-depth understanding of the way teachers implemented their lessons but to have a basic understanding regarding their preferences or implementation. In order to achieve this aim, the researcher used an adapted version of Bloom's (2001) learning taxonomies (Appendix C), which aimed to provide the researcher with data regarding the levels targeted at each stage of the

lesson and observe the relationship between teachers' practices and student outcomes. In order to conduct the observation, the researcher received the necessary permission from the institution, the instructors, and the students to record the lessons in audio format. It should also be noted that the participants themselves chose the date and time of the observations. Moreover, the researcher played a non-participant role during the observations. Therefore, she only observed the actions, behaviors, tasks, and activities in the classroom without participating in or commenting on any of these during the lessons. Although the whole lesson was recorded, the researcher also took notes for important instances. Then, by going over the voice records and the notes she took, the researcher wrote a lesson observation report for each lesson and participant. As the main aim was to gain a basic understanding of their teaching practices, the researcher included the results of the analysis of these observations in the results of the interviews.

In addition to the notes the researcher took during the lesson observations, she also took notes of the informal chats she had with colleagues regarding the concepts of diversity and inclusion. These chats were not included in the data analysis process since they were similar to what the participants talked about during the interviews. In addition, the researcher also took notes during the interviews, while analyzing the documents and the data, which is explained in the next section.

3.4.3 Field Notes and Document Review

It is suggested in the literature that researchers should take field notes in order to enrich the data (Creswell, 2013). The main aim of field notes is to provide detailed descriptions of the research setting, interviews, discussions, or any other research tool implemented during data collection. Field notes are significant during data analyses or meta synthesis (Phillippi & Lauderdale, 2018).

As suggested in the literature, these notes were taken in different forms (Yin, 2018), some of these notes were jotted down in an unstructured style while some of them were typed in a structured way. Some of these were included in the results section as an additional note to the participants' quotes.

Another data collection tool implemented in this study was document review. It is stated in the literature that documents could be categorized into three groups, which are public records, personal documents, and physical evidence (Mills et al., 2010). Among these, public records could include official documents, mission statements, handbooks, policy documents and strategic plans. In the field of education, these documents may also include curricula and syllabi. In addition, while personal documents may include e-mails, messages, social media posts, or journals, physical evidence could include posters, materials used in the class, and brochures (O'Leary, 2014). Moreover, document review or document analysis is used with other qualitative methods in order to ensure data triangulation (Denzin, 2017). Document review is regarded as another research method that can help the researcher to understand the topic or the setting being investigated (Fischer, 2006). By analyzing the necessary documents, the researcher may decide to prepare new interview questions or a new observation guide or make changes in the existing ones. In addition to these, as the documents have a historical background, they may enable the researcher to comprehend the origin of the decisions made or policies implemented (Stake, 1995).

In this study, in terms of document review, the researcher analyzed public records and physical evidence. In terms of public records, the researcher analyzed the documents prepared by the university and the preparatory programme both for the students and the instructors. These documents were instructor and student handbooks, university mission and vision statements, preparatory programme mission and vision statements, their websites, strategic plans, preparatory programme curricula for each proficiency level, professional development cycle documents, and the teacher training programmes conducted in the preparatory programme (i.e., ICELT and DELTA). The aim of the reviews was to analyze the decisions made in terms of diversity and inclusion in education or life in campus, to find out if any suggestions were given to the teachers in terms of being inclusive or catering for students with diverse backgrounds or in order to make diverse profiles feel included. Moreover, the aim of analyzing the teacher training programme documents was to investigate if they had any requirements or criteria regarding inclusion or diversity in language education. Furthermore, the documents prepared

by UNESCO, The Council of Higher Education (YÖK) and other organizations were also reviewed as these documents provide a historical background and a basis to the issues of diversity and inclusion.

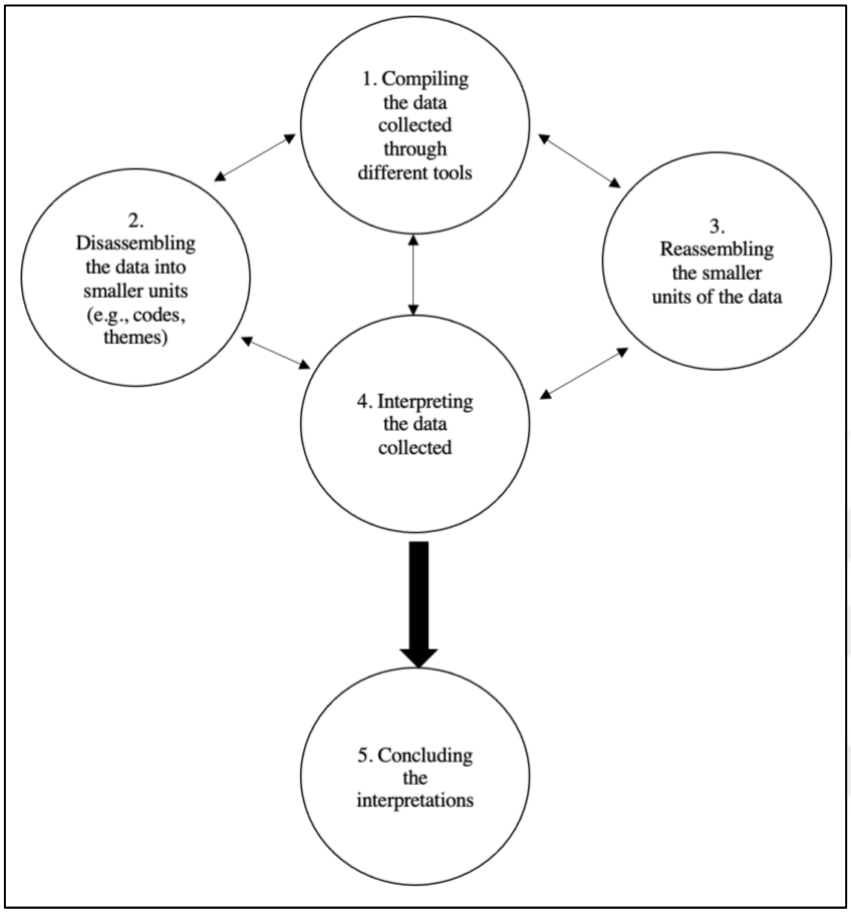
3.5 Data Analysis

Qualitative data analysis is considered as a "dynamic process" (Mohajan, 2018, p.16) because the analysis does not need to wait for all the data to be collected or collated unlike quantitative research where the researcher collects the whole set of data, analyzes it, and presents the findings in a written report (Creswell, 2014). On the contrary, in qualitative research, data collection and data analysis procedures can be conducted simultaneously (Mohajan, 2018). For instance, while utilizing a certain data collection tool, the researcher may analyze the data collected prior to that (Creswell, 2014). In addition, data analysis could be inductive or deductive and sometimes a researcher can utilize both of these. In inductive data analysis, the researchers implement a bottom-up strategy, where they start with small units of codes, which turn into categories and finally into themes. When they organize the data around themes, by implementing a deductive analysis, they review the data once again to be able to support these themes with evidence from the data itself (Creswell, 2014).

In the study at hand, Yin's (2016) five phases of analysis, given in Figure 2, were followed.

Figure 2

Five phases of data analysis



Note: Five phases of data analysis procedure. *Adapted from Qualitative Research from Start to Finish* (p. 186), by R. K. Yin, 2016, The Guilford Press. Adapted with permission.

Phase 1: Compile Database

In this phase, the researcher needs to go through all the data collected including the field notes taken in the field and compile them together. It is crucial for a researcher to organize the data properly in this phase as it can help the analysis procedure to be completed successfully. As Yin (2016) states, when the compilation is completed, it can be regarded as a database (p. 186).

Phase 2: Disassemble Data

In this phase, as the name suggests, the data is divided into smaller units. In this stage, the researcher needs to go through the compiled database that is collated in the first phase. Then, the data is ordered and possibly the smaller units are coded by the researcher. However, as Yin (2016) puts it, it is a "trial-and-error process" (p.186), which may require the researcher to follow a recursive data analysis process. This recursiveness can be seen in figure 2, as the first and the second phases are illustrated with a two-way arrow.

Phase 3: Reassemble Data

After breaking the data into smaller units of codes and maybe categories, in the third phase, the researcher starts to work on the themes derived from the data. In order to understand those smaller units (i.e., codes), the researcher needs to "reassemble" them, which means the researcher needs to reorganize these codes in order to gain an understanding of the data. Moreover, as can be seen in figure 2, phase two and phase three are illustrated with another two-way arrow, which indicates that these steps may be repeated until the researcher has a complete understanding of the codes and themes emerged from the data.

Phase 4: Interpret Data

In this phase, the researcher concentrates mostly on the reassembled data. This phase, as the name suggests, is where the researcher interprets the data collected and "creates a new narrative" (Yin, 2016, p. 187). At this stage, it is also possible to reorganize the themes as a table, chart, or figure. As can be seen in figure 2, there are two-way arrows between this phase and other phases, therefore, this stage can be considered as a connecting point among all of the phases as the researcher may need to not only go back to the reassemble or disassemble phases, but even to the compilation stage when needed. Finally, it can be stated that this is the phase where a much deeper understanding of the data occurs.

Phase 5: Conclude

In this phase, the researcher concludes the study by drawing on the compiling, disassembling, reassembling, and interpreting phases. As can be understood from figure 2, this whole process is a "recursive and an iterative" one (Yin, 2016, p. 187). As mentioned before, in quantitative research, it is possible to follow a linear process in which the researcher first collects the data, analyzes it and then interprets the results. However, since the researcher is also included as the "human instrument" (Denzin & Lincoln, 2003) throughout the whole process of data collection and analysis, it is not possible to follow a linear structure.

In this study, the researcher utilized Yin's five phases of data analysis procedure which is illustrated in figure 2 and explained above. In the first cycle of data analysis, the researcher transcribed the audio-recorded data (first and second set of interviews), she typed the handwritten field notes and observation notes she took and compiled them as lesson observation reports. In the second cycle, the researcher read all of the transcriptions in order to assign the codes and then moved onto the coding stage. However, it should be noted that the researcher repeated this stage several times as there was a two-year break between the interviews. While coding the data, different coding strategies suggested by Saldaña (2013) were implemented, which are descriptive coding (summarizing the data according to the topic), in vivo coding (using the participants' direct quotes), and process coding (describing an action or behavior in gerund form).

Moreover, the researcher coded the data manually first because as Saldaña (2013) stated, this provides the researcher with ownership over the study. However, after manually coding them, in order to have another look at them and to see a more organized version, she transferred these codes to MAXQDA for a better analysis process.

After completing the coding process, the researcher grouped the related codes into thematic categories. Once the categories and themes were determined, by focusing on the related literature and theoretical frameworks and by considering the research questions of the study, she interpreted the data and presented the results. The ways

to achieve credibility and consistency throughout the data analysis procedure is explained in detail in the next section.

3.6 Credibility and Consistency of the Study

The reliability of the research is defined as research being consistent or stable, which means if the study is conducted in an organized and systemic way, another researcher should be able to reproduce the same study (Altheide & Johnson, 1994). However, it is not easy to prove reliability in qualitative research inquiry, because it is not possible conduct statistical tests as can be done in quantitative research (Sutton & Austin, 2015). On the other hand, by using different strategies, it is possible to ensure that the findings are reliable (Gray, 2018). When it comes to the validity of the research, it is defined by Hammersley (1990) as accuracy, while Altheide and Johnson (1994) also include truthfulness to that. Moreover, Lincoln and Guba (1986) also add credibility to the definition of validity of the research. Regardless of the names given to it, "a valid or credible research is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world that was studied" (Yin, 2016, p. 78).

It is asserted in the literature that it is highly significant for the participants to trust the research so that they can provide credible data (Leininger, 1991). The issue here may emerge due to the researcher's position while collecting data. If the researcher is an outsider, the participants may not feel comfortable enough to share their narratives. On the other hand, if the researcher is an insider, this may also cause him/her to "go native" and have a biased opinion regarding what is being expressed by the participants, which may also impact the data analysis (Brink, 1993).

In order to ensure the consistency and credibility of the research, there are different strategies suggested in the literature. Creswell and Poth (2018) put forward a list of validation strategies, which are:

- Member-checking/ seeking participant feedback
- Clarifying researcher bias or engaging in reflexivity
- Discovering a negative case analysis or disconfirming evidence

- Having a prolonged engagement and persistent observation in the field
- Collaborating with participants
- Enabling external audits
- Generating rich, thick descriptions
- Having a peer review or debriefing of the data and research process
- Corroborating evidence through triangulation (p. 260).

All of these strategies aim to ensure that the researchers do not interpret the narratives of the participants according to their own personal beliefs or biases. They aim to verify the results by including only what the participants express while talking about their own narratives (Jackson et al., 2007). However, it may not be possible to achieve all of these in a qualitative research study. Therefore, Creswell (2013) recommends that the researchers must consider these strategies as a whole and they should be able to attend to at least two of them. In this study, I was able to address member-checking/seeking participant feedback, corroborating evidence through triangulation, clarifying researcher bias or engaging in reflexivity, having a prolonged engagement and persistent observation in the field, having a peer review, or debriefing of the data and research process and generating rich, thick descriptions.

In terms of member-checking, the participants were sent the coded version of their interviews via e-mail and asked to give feedback to these codes and themes derived from these codes. The rationale behind this was to ensure that the researcher was away from any bias while deciding on the themes and both the codes and the themes were accurate according to the participants' narratives (Creswell, 2014). In addition to member-checking, I consulted a colleague who had experience with qualitative research and specifically with case study research. She cross-checked the codes I applied and gave valuable feedback throughout the process of analyzing the data. Therefore, having a peer review strategy was also addressed in the study.

In terms of data-triangulation, I conducted two sets of interviews with the participants during and after COVID-19. I observed their lessons in order to have a basic understanding regarding their teaching style, the way they cater for diverse profiles in the classroom, their decisions regarding classroom management,

grouping and nominating. In addition to these, throughout the data collection process, as I am also one of the instructors working at the institution where the study took place, I was able to have a prolonged engagement and persistent observation in the field. Moreover, as I knew the setting and the participants, I was also able to provide rich and thick descriptions regarding them. In addition, I will clarify my role as the researcher and possible researcher bias by reflecting on my own background in the next section.

3.7 The Role of the Researcher

In qualitative data collection process, the researcher is accepted as an instrument (Denzin & Lincoln, 2003). Unlike quantitative research where the data is explained through the analysis of questionnaire or survey results, in qualitative inquiry, the data is analyzed and justified through the researcher. However, while analyzing the data, the researcher may have biases or assumptions, which may influence the reliability of the data. Therefore, it is highly important for the researchers to reflect on their own background, prejudices, experiences, and the expectations they have regarding the study to ensure reliability (Greenbank, 2003). In addition to this, while conducting qualitative research, the researcher may have either the role of an insider (emic) or an outsider (etic). When the researcher is an insider, she participates completely in the programme, shares the same experiences the participants go through. On the other hand, when their role is being an outsider, they do not join any activities that take place in the programme, which is believed to give them a more objective perspective (Punch, 2013).

Having explained the reasons why the role of the researcher matters and how her role can influence the research, I must explain my background. I was born in a small city in the southeastern part of Turkey, but I grew up in a small city in the Black Sea region. After graduating from high school, I started studying in the ELT department of a public university in central Turkey and immediately after graduating from there, I started working in this institution in 2015. I completed the ICELT course in my first year and two of the DELTA modules last year. Throughout these experiences, I have met people from diverse backgrounds who helped me to understand and respect any kind of difference people may have.

In addition to my personal background, as mentioned above, in the institution I work at, every semester a teacher is in contact with at least two classes. It means that every year, a teacher has minimum four main classes, which have minimum 18 students. Therefore, I have worked with so many diverse student profiles so far. Throughout all these years, one thing has not changed, diversity never ends. It is not possible to memorize some certain profiles and act accordingly. Every student is unique in their own way. In addition, when I enrolled in the master's programme, I took some courses regarding critical pedagogy and culture in ELT. These courses raised my awareness in terms of interacting with students, building rapport with them, and more importantly they have made me more aware of students' diverse backgrounds and how to involve these diverse backgrounds and needs into my teaching. This also helped me converse with the students, and in these conversations, I have realized how marginalized groups felt even more oppressed when they felt they were not included in the classroom. Their identity or background were not taken into consideration when decisions were made regarding teaching or assessment. In my casual chats with my colleagues, when I raised this issue, they replied "When?" or "How?" so this meant that some teachers were not sure how to include the concepts of diversity and inclusion into their teaching, or they had problems regarding the timetable, which increased my curiosity as to see if it was a common feeling. All of these led me to conduct research in the field of diversity and inclusion in this institution.

Some scholars believe that conducting "backyard" research (Glesne & Peshkin, 1992) may cause the researcher to reveal information regarding the research setting or affect power dynamics between the participants and the researcher. However, it is also believed that power dynamics may be affected only when the researcher has a superior role (Cresswell, 2014). In the study at hand, the researcher does not have such a superior role. Moreover, the researcher was not included in the study as a participant. Her only role was to conduct the study. In addition to these, the participants were not put at risk in any ways as their names were kept confidential. Moreover, participants' consent was asked before each step of the data collection to ensure the study followed an ethical procedure, which is explained in the next section.

3.8 Ethical Considerations

Ethical approval to conduct this study was obtained from the Human Research Ethics Committee of Middle East Technical University (Appendix D). After receiving the permission from the committee, required permissions were also obtained from the English Language Preparatory School where the study took place. As it was their policy, the research request was shared with the preparatory programme mail list. After choosing the participants among the ones who volunteered, they were provided with the debriefing form (Appendix E) in order to ensure they have brief information regarding the study. When they agreed to participate in the study, they were asked to sign the consent form (Appendix F) in which they were provided with the steps of the study they will be going through. Both in the consent form and orally, the participants were told that if they felt uncomfortable at any stage of the study, they could withdraw from the study. In order to ensure anonymity, the research setting was not mentioned in any part of the study and the participants were given pseudonyms to be referred to.

To summarize, in this chapter, methodology of this thesis was explained in detail. The study was conducted in a preparatory school at a foundation university. It was conducted with five Turkish participants who had different personal, educational and professional backgrounds. The study was a case study with an embedded design. In order to collect data semi-structured interviews and lesson observations were conducted along with field notes and document review. In order to analyze the data five-phases of data analysis procedure was utilized. The findings of the analysis are explained in the next chapter.

CHAPTER 4

FINDINGS

4.0 Presentation

In this chapter, the findings of the data analysis process are explained by focusing on the answers to the research questions and the themes emerged from the data. Two of the main themes emerged as an answer to the research questions and the other two main themes emerged during the analysis of the interviews and all of the themes also have sub-themes. In addition to the interviews, the analysis of field notes, lesson observation reports and document reviews are explained in this chapter within the main and sub-themes.

4.1. What are Preparatory School Instructors' Views Related to Diversity and Inclusion in language Education?

Even though the concepts diversity and inclusion were explained separately in the literature review chapter, during the data analysis, it was considered to be more meaningful to combine these two. As a result of the data analysis, five sub-themes related to the participants' views regarding inclusion and diversity emerged. One way to have an idea about their views was asking them to define these two concepts in their own words. Another way was to ask them to list some diverse profiles they could think of and the diverse profiles they encountered the most in the institution. In addition to these, they were also asked what they understood from catering for students with diverse backgrounds. Finally, they were asked to think of some possible reasons that might have had an impact on teachers' attitude towards diversity and inclusion.

4.1.1 Participants' Definitions of Diversity

It was found that the participants defined diversity as variety in terms of the materials, techniques and approaches along with including diverse profiles in the learning process. They gave very similar definitions of diversity, so among these, Hatice said:

> I think I have two perspectives on that. One perspective is diversity in the content matter that is presented to the learners in the content, in the course books, in the materials, in the activities that's going on. So, that would be, for example, making sure that you have an even number of genders in your coursebook in terms of different nationalities, different sociolinguistic backgrounds for example representing them in the classroom. Diversity might mean the people in the classroom and your attitude towards those people sometimes. This is what I understand from diversity I think, including different perspectives, different backgrounds, different cultures, subcultures in our teaching.
>
> (Hatice – Interview 1)

It is clear that what the participants mostly understood from diversity and specifically from diversity in language education was related to teaching materials, techniques and the content implemented in the materials. They believed diversity meant variety in terms of these areas. Moreover, they also believed this definition also involved being inclusive towards diverse profiles. It can be inferred from their definitions that participants might have thought that inclusion and diversity were similar concepts, or they might have thought that these concepts work together.

Nazif, on the other hand, stated that even though there was a variety in terms of teaching materials and topics, his view and focus was more on social diversity. He expressed his ideas by saying:

> I think diversity in education means approaching everything with a similar attitude, without ostracizing, without marginalizing anything for anyone while talking about those talks. That's what I understand from diversity because as language learners, students have to be aware that there are differences and that they should learn to be okay with differences. So, in my understanding, that's what diversity is, and that's what needs to be done about it. The topics are diverse, like the materials are diverse, but I mostly think about social issues when you say diversity. I don't understand the variety of teaching methods. I don't

> understand a variety of using different books and things like that. That's not what I understand. It is social diversity in terms of social issues. I think that's important when learning a language because it entails learning a culture as well.
>
> (Nazif – Interview 2)

The reason why he preferred to focus on social differences or social issues could be because of his educational background, which was mentioned by him in a later part of the interview. He believed that by receiving education in American culture and literature department, he was focusing on these issues more. In addition, all of the participants graduated from ELT departments except for Nazif and Hatice. However, Hatice had been working as a teacher trainer for 23 years and she also completed her MA and PhD in ELT department. Therefore, this difference between Nazif and the other participants could be attributed to his educational background in cultural studies, which might have raised his awareness more in terms of social issues.

4.1.2 Participants' Definitions of Inclusion

In addition to their definitions of diversity, participants were also asked to give their own definitions of inclusion. Some of the points they raised were related to being aware of students' differences, including everyone regardless of their differences in the learning process, balancing different groups (e.g., male and female students) in the classroom.

Among the comments made, Gizem's comment was a bit more comprehensive since she said:

> I believe it is including all the students. Not excluding anyone and not regarding their differences. This would be inclusion. I also understand attention or participation. If all the students attend the lesson, if they pay attention to the lesson, this means I can include all the students in the lessons, so they take part in it. They are active in the classroom. This is what I understand from inclusion. That's why I wanted to make all the students in the classroom be part of a group, be part of a task, so that was my purpose, and this is what I understand.
>
> (Gizem – Interview 1)

The other participants had a very similar definition to the one provided by Gizem. Their knowledge of this concept could be attributed to their interest in issues of diversity and inclusion as they volunteered to participate in the study. Moreover, when their narratives are taken into consideration, it is clear that the participants had the awareness and the necessary knowledge regarding these issues.

Similar to the other participants, Nazif also commented on the same aspect by concentrating on the need for including everyone in the classroom and taking diverse profiles into consideration. It is clear that he defined inclusion by saying that the teacher was the one responsible for making this decision, which he explained by saying:

> Diversity, in my opinion is something comes to you like materials come to you and in that you find diversity. You approach it in that way, but inclusion in my opinion is when you as a teacher decide to include something for a particular purpose, you especially want to teach students the fact that it's okay to be different, right? And if you choose a particular material for that, in my opinion, that's inclusion because you try to do it. It can be related to different learning types, different learning styles, by doing different things in the classroom you try to include students in that environment,
>
> (Nazif – Interview 1)

It can be inferred that Nazif believed utilizing materials where diverse profiles exist did not necessarily mean students with diverse backgrounds were included in the learning process unless the teacher used such materials effectively. This was also observed in other participants' comments where they also focused on the responsibility of preparatory school and the instructors regarding these two concepts. For example, Tuğçe said, "we are trying to raise some global citizens" (Tuğçe – Interview 1), Nuray expressed "As teachers we need to be very careful in not hurting their beliefs but helping them share their opinions in the classroom" (Nuray – Interview 1). Even though these were not explicit definitions regarding diversity or inclusion, they provided insight into the participants' views of diversity and what they believed teachers were supposed to do in terms of catering for diverse profiles.

4.1.3 Participants' Examples of Diverse Profiles

In both interviews, participants were asked about their ideas of diverse profiles and as they listed any diverse profiles they thought of in general, in the second set of interviews they were also asked which diverse profiles they encountered the most in the institution.

The participants listed similar profiles in terms of diversity. Some of them focused on cultural, religious or socioeconomic backgrounds, whereas others also included learner needs and styles in that list. For instance, Nuray said:

> Students coming from the eastern side of Turkey, raised in a village, and it is the first time they are in a big city. Or people who went to colleges, come from well-off families and who were born in big cities. Or similarly, some people have very conservative beliefs whereas others have very liberal beliefs. Gender issues: sometimes there are uneven numbers of boys and girls in the classroom. Sometimes boys feel alienated, sometimes girls feel alienated. Or sometimes there are other people with other gender issues, I don't want to call them, label them but we need to address everybody as equal citizens.
>
> (Nuray – Interview 1)

As can be seen, her focus was more on culture, gender, socioeconomic background and others. On the other hand, Nazif focused more on students' differences in terms of learning styles and needs by saying:

> Some of them like listening to stories, some of them like an active teacher. Imagine you have a student who can learn better from a teacher who is more calm, professional, and you can have another student who learns better from a teacher who is very energetic. That attracts their attention, or a student likes the teachers sitting because they can concentrate more easily, another student likes the teacher moving around because that keeps the student interested. There are different types of students all the time. Of course, there are similarities, but even in the same generation there are a lot of different students, so there is that kind of diversity as well.
>
> (Nazif – Interview 1)

In addition to learner needs, Nazif was the only participant who thought there were differences among students even within the same generation. He explained these differences by saying:

> Behavioral patterns are one of them. For me, some students tend to act more politely, and they are better with the rules. Some students are better at following rules. They're better at conforming. I'm not using this in a negative way. So, they're better at that, and there are some students who like to challenge things and not necessarily in a good way, not necessarily in order to learn something or to contribute something, but just for the sake of it.
>
> (Nazif – Interview 1)

Nazif listed these differences in terms of the ones related to the same generation; however, these differences could also be attributed to students' personal differences or their upbringing.

In her second interview, Tuğçe listed similar backgrounds to the other participants such as cultural or ethnic background. Moreover, she also listed the ones below:

> Sometimes gender fluid students are also there, it is not just male or female. Some students like to express themselves in unique ways, in different ways so students with different clothing preferences, hairstyle preference, expressing themselves or their sexuality preferences they are all okay. We come across with a diverse group of students. Not very obviously but sometimes from the mobile phones they use, or from the cars they drive or whether they stay in the dorm, they use the public transport or they talk about social life and where they hang out with their friends, we can understand their background.
>
> (Tuğçe – Interview 2)

As can be realized, Tuğçe referred to students' preferences in terms of clothing, hairstyle along with the items they possessed such as a mobile phone or a car. She said she used these as a clue to understand students' background, especially in terms of their socioeconomic background. A similar comment regarding students' clothing style was made by Nazif when he made a reference to individuals with different gender and sexual orientation.

On the other hand, Gizem was the only participant pointing out the students who did not want to participate in the lessons as a diverse profile. Even though she was not asked about the common diverse profiles in the institution in the first interview, she listed this as one of the diverse backgrounds she encountered the most. She also listed the profiles similar to the other participants by saying:

> Sometimes students don't want to be included in the group. They don't want to join the group; they try to be silent. They don't want to be inside the lesson, they don't want to show themselves, then I let the students be. I have had different students from different countries with different ethnic backgrounds. I had students with different sexual orientation. Bilingual students who could speak more than one language, because they had a different native language. I also encountered students with age difference. There were students who were older than the majority of the students in the class. I also had an Arabic student.
>
> (Gizem – Interview 1)

Similar to others, Hatice also listed students with different genders, nationalities, and sexual orientations as diverse profiles. In addition, unlike other participants she also considered a genius student and a student with a hearing and speech impediment as diverse profiles when she commented:

> I had students from different nationalities. I had a few gay students; I had both male and female I have seen. This might not be the right attitude, but I also consider some of the religious students who are covered. I sometimes consider them to be like diversity as well because they have a totally different background from our own. Also, I worked with a genius student. I think that's also diversity. I also had a student who had a hearing problem and speech impediment.
>
> (Hatice – Interview 1)

It is clear that compared to the other participants, Gizem and Hatice had different ideas to add in terms of diverse profiles. This could be attributed to their experiences in the institution. If the other teachers did not have such students in their classes, they might have not thought of them as a diverse profile.

To summarize, all of the participants listed the diverse profiles they were aware of in general and the ones they encountered the most in the institution. (See Appendix H, Table A1 for the summary of diverse profiles the participants listed in both interviews). It was found that all of the participants listed students coming from different parts of Turkey, students with a different gender identity or a sexual orientation, students with a different socioeconomic background as diverse profiles. Moreover, they also considered students with a different cultural or ethnic background. Furthermore, only one of the participants mentioned minority groups as diversity. Even though the literature regarding inclusion is related to students with disabilities, it was not a common finding among the participants of the study.

In addition, even though the participants listed any diverse profiles they could think of, they did not encounter all of these in the institution (See Appendix H, Table A2 for the profiles participants encountered the most in the institution). It was found that among the ones they listed, sexual orientation was the most common one since all of the participants listed it. The second most common profile was students with a different cultural or ethnic background. The least common profile, which was mentioned only by one participant was gender-fluid students. However, the participants may have not included the others simply because they listed it in the diverse profiles they could think of in general.

4.1.4 Participants' Views About Catering for Diverse Profiles and Being Inclusive

For this sub-theme, participants were asked about their opinions regarding the importance of catering for diverse profiles and being inclusive. They were asked the same question in the second set of interviews with a focus on their online education experience with regard to the same concepts. Even though the participants were positive in terms of catering for diverse profiles and being an inclusive teacher in face-to-face education, some of them expressed their concerns regarding their experience during online education.

All of the participants put emphasis on the importance of including students with diverse backgrounds and they focused on some specific differences they may have. For instance, Hatice commented on this issue by saying:

> We know that they have individual differences. They have socio-linguistic differences, educational differences all sort of different things, gender differences, religious differences maybe. And it is important to make them feel safe and welcome in our classrooms. That's why it is important because if you cannot create that atmosphere, that environment in the classroom, then it is not possible to include them in your learning and you won't be giving them equal opportunities.
>
> (Hatice – Interview 1)

It is clear that she was aware of the differences students had and this can be attributed to her educational background since she stated that she had encountered diverse

profiles even before she became a teacher. She explained that both in her high school and university years, she used to be friends with people who had different political views and socioeconomic backgrounds. She also stated that she used to study in a private college in central Turkey where the students were told that they should not be wearing expensive clothes since there were people who have different socioeconomic backgrounds. Therefore, it can be interpreted that because she studied in such schools where diverse profiles were common and as she was educated by teachers who raised students' awareness about such issues, her educational background had an impact on her teaching related preferences because she believed in the importance of including these profiles in the classroom in order to ensure that students can learn more effectively. It can be suggested that she thought respecting these differences and including them would be a way to improve students' learning.

Nuray also commented on the same issue by focusing on students' differences and the importance of providing an environment for students to express their opinions freely and not allowing students to judge each other. So, she explained this by saying:

> We need to include everyone because they go into that room to achieve something and their aim in our case is to learn the language. If we don't include all of them, one way or another, they won't reach their goals. And as teachers it should be our ultimate aim. We need to be very careful in not hurting their beliefs but helping them share their opinions in the classroom. We need to address everybody as equal citizens. And actually, it is a good platform for other students to accept differences as well. So, the other students will see people from other backgrounds and that is a great opportunity and university is an exceptionally good place for this variety and diversity.
>
> (Nuray – Interview 1)

As can be seen, Nuray also focused on the importance of helping students reach their aim, which is learning English. She also believed university is a good place to find out about differences. As she explained in another part of the interview, she believed students mostly interacted with students who had similar backgrounds or similar upbringing with them in their high school years. However, when they start studying at university, this completely changes as most of the students come from different

parts of Turkey or even from different countries. Therefore, she believed university life was a much better experience in terms of learning about people's differences and hopefully learning about accepting or respecting these differences.

On the other hand, Nazif had concerns regarding students' awareness of these differences, and he expressed his concerns by stating:

> But there are things that I need to take into consideration. Because their differences also means that they may not be okay with those differences yet. This is what I'm trying to get. So, when trying to create that free atmosphere, I also try to be careful not to get any students triggered. I don't find it logical for them to get triggered about things, but I think it should not be in a classroom. It wouldn't be a safe learning environment if students were clashing with each other or with me all the time. So, I try to make decisions that will make them as free as possible. So, teachers who do that, who are inclusive, are better teachers.
>
> (Nazif – Interview 1)

The issue of creating a safe learning environment was raised by other participants as well. However, Nazif was the only participant who also focused on avoiding triggering students and that was not the only concern he had. He was also concerned about the feasibility of achieving inclusivity in the classroom. He expressed his concern by saying:

> It's very important to cater for all the different needs, but there are always points where these overlap and clash with each other because of that it's very difficult, so I can say it's important, but it can only be done in an ideal world where you do not have many students first of all, you have less than 10 maybe. And you get to pick the students. What I mean is if you want to create a harmonious environment. Sometimes, some people, some groups of people just do not gel.
>
> (Nazif – Interview 1)

It can be inferred that due to his experiences over the years, he felt that catering for students with diverse profiles was a burden and therefore he believed in order to achieve inclusivity, "an ideal world" was needed. Even though he tried to be an inclusive teacher, he experienced that it did not always work.

In addition to their ideas in terms catering for diverse profiles and being inclusive in face-to-face education, the participants were also asked how they managed these

during online education. They mostly had similar experiences, but they focused on different issues as well. For instance, Nuray talked more about the lack of relationship or connection between the teacher and the students by saying:

> I am not sure if I did cater for their needs because you are looking at the screen, you see 18-20 students on the screen. The only assumptions that I can make about them as I ask which city they are living, and I see their bedrooms or the living rooms. Other than that, normally, in a classroom situation, you have communication, you have a relationship with the students. But when there is this screen and if you only see them through a screen for the first time, 2-3 months, you cannot form that good of a relationship and that was the most challenging one. I did notice some differences, but I am not sure whether I could cater for those needs properly.
>
> (Nuray - Interview 2)

There were also participants who talked about their experiences by focusing more on what they needed to do to cater for such students. For instance, Gizem talked about this issue by saying:

> Because it was online education everyone had different needs. I tried to cater for those needs but because there was this distance, and we couldn't communicate with the students one to one, that was challenging for me, but I arranged one-to-one meetings with the students over Zoom. I overworked. I had more tutorial hours than the usual lesson schedule. So, that's all I could do with the students, and I gave them lots of feedback; written feedback, oral feedback. We studied together. I think that's all I did.
>
> (Gizem – Interview 2)

Similar to Gizem, Tuğçe also talked about this and when their comments on this issue are considered, it can be inferred that during online education these teachers had to spend extra time and effort in order to be able to cater for diverse profiles. Since this was not an obligation implemented by the institution, it was their choice. This could be attributed to their interest in such students and their aim of being inclusive teachers.

However, there were also participants who felt that these issues were not as important as the materials needed to be covered. Nazif explained this by saying:

> I don't think I did because like we had other concerns at the time, so these were all secondary important, I mean, it was more important to deliver the lessons in one way or the other. So, sometimes these are neglected, like, when you need to focus on other aspects: Are they on task? Are they doing things? or are they just sleeping while I'm talking here? So, I was more focused on those which meant that the importance I gave to issues like diversity diminished. It wasn't my choice, but it had to be that way.
>
> (Nazif – Interview 2)

Even though he was mostly positive regarding the issues of diversity and inclusion, his experience during online education indicated that he was more concerned with the lessons and if students were on task. It can be inferred that he was not happy about this situation since it was not his choice because when his general attitude towards these issues is taken into consideration, it is clear that he aimed to cater for students with diverse profiles. However, it was not the case during online education.

4.1.5 Teachers' Prior Experiences Related to Diversity and Inclusion in Instructional Settings

As the first main theme is about teachers' views regarding diversity and inclusion, it is significant to understand participants' prior experiences related to diversity and inclusion. When asked about their prior experiences related to this issue, instructors mostly expressed that they had a positive attitude towards these terms, and they tried to implement these into their teaching as much as possible. However, when talking about other teachers' possible reasons for having a certain attitude, they listed different reasons (See Appendix H, Table A3 for the reasons they listed).

It was found that the most common possible reason listed by the participants was teachers' own beliefs which was followed by their upbringing and their educational background. Some reasons such as professional choices and teachers' personal experiences were mentioned by only two participants. In addition, some reasons such as institutional reasons, current political or cultural status quo and freedom of speech or thought were considered as a significant reason only by one participant. As each participant listed different reasons, it is thought presenting the findings

under each reason would be easier for the reader to follow. Each reason is explained below in detail by referring to participants' narratives.

4.1.5.1 Teachers' Upbringing and Personal Experiences

All of the participants listed teachers' personal experiences or the way they were raised as a factor that could possibly affect a teacher's attitude towards diversity and inclusion. Among these, Tuğçe considered teachers' personal beliefs as a significant factor, and she focused on the possibility of not encountering such profiles in their personal background by saying:

> I think it might be their own personal beliefs because like students, teachers also bring in their own perspective and their background, their experiences, so it might have to do something with their backgrounds. Their prejudice, their positive discrimination. Maybe those teachers haven't interacted with many people from diverse backgrounds in their social life or professional life. That might be another factor. I think some teachers are hesitant. They are a bit afraid of talking about such issues or acknowledging them, thinking it might cause some kind of discussion or debate in the classroom environment. And they might think it may go out of hands. So, that's why they may not feel comfortable with such issues.
>
> (Tuğçe – Interview 1)

Another participant who shared the same ideas was Nuray who said:

> Probably it's the way they are raised or their beliefs in certain issues. Maybe they don't like to be challenged, they don't like their beliefs to be challenged and they behave accordingly. Extreme beliefs might challenge the teacher.
>
> (Nuray – Interview 1)

As can be understood, the participants believed that not coming across diverse profiles could be a factor leading teachers to have doubts whether they can handle diverse profiles in the classroom delicately. In addition, the fear of being challenged was also raised by both of the participants.

4.1.5.2 Teachers' Educational Background

Even though teachers' educational background was mentioned by other participants as a factor, Nazif was the only participant who commented on it in detail.

> As teachers, we also tend to reflect our own learning experience in our teaching. Even if we don't want to reflect it, it manifests itself because there is something called vicarious learning. You learn by watching and who do you watch for 18-20 years until you become a teacher yourself? You watch your own teachers and that stays with you, so it's got something to do with your educational background where you come from. In addition to this, the content of the education that you received affects these things as well. I'm talking in terms of Turkish context. If you received a very traditional education, and nobody has ever told you that things are different, that there is diversity, that there needs to be inclusion. If you are not aware of these concepts yourself, because of any shortcomings in education. In that case, you cannot do that because you don't have that information anyway.
>
> (Nazif – Interview 1)

The reason why Nazif might have given this reason can be attributed to his educational background. He studied American culture and literature and in several parts of the interviews, his educational background manifested itself in Nazif's responses. This is another significant part where he stated he believed teachers are affected by their own educational background mostly because he was also affected by his own educational background.

4.1.5.3 Institutional Reasons and Professional Choices

In addition to listing other reasons such as teachers' personal background, Gizem also talked about professional choices and institutional reasons. In terms of professional choices, she said:

> Not including all the students in the lessons might be a professional choice. The teacher might think that if the students are responsible enough to attend the lessons, to be included in the lessons, then that is their responsibility, then that is their choice. So, the teachers might decide on it in order to have a more peaceful environment in the classroom. So, this might be easy for the teacher not working on the students individually but accepting the classroom as it is. So, it might be the easy way out.
>
> (Gizem, Interview 1)

As can be seen, she put the emphasis on teachers giving the responsibility of learning or being included to their students. So, as she stated if a teacher does not include all of the students, it may be a professional decision and the reason could be the students. This could be attributed to her decision making process in her teaching practice. She mentioned that she did not prefer to nominate students since she felt she was forcing them. Moreover, she also respected the non-participant students who did not want to be involved in classroom activities. Therefore, these decisions could also be considered as her professional choices.

In addition, Gizem also brought a different perspective when she talked about institutional reasons. She explained this factor by saying:

> There might be reasons related to the institution. In single sex schools, we cannot talk about diversity, or we cannot talk about diversity in a very closed social institution. If the institution is a religious private school for example, we cannot talk about diversity. They might not respect different social backgrounds. They might not respect diversity. They might have some prejudices against the students.
>
> (Gizem – Interview 1)

This was not mentioned by any of the participants and when saying "institutional reasons" she did not refer to the institution where she worked but other institutions where it may not be possible to observe diversity. On the other hand, after listing all these reasons, Gizem also said:

> I think the personal ones outweigh the other ones. The personal reasons, the personal preference, the personal choice of the teacher affects diversity and inclusion more.
>
> (Gizem – Interview 1)

To summarize, it can be stated that all of the participants believed teachers' personal experiences was a significant factor affecting their attitude towards and maybe also their practice in terms of diversity and inclusion. However, they also listed different possible reasons that might have an impact on teachers' attitudes which were their upbringing, personal experiences, educational background, institutional reasons and professional choices.

4.2 What are Preparatory School instructors' Practices with Diversity and Inclusion?

The second main theme emerged as an answer to the second research question, and it was related to preparatory school instructors' practices in terms of diversity and inclusion. In order to understand the participants' practices, their lessons were observed, and they were asked questions regarding their teaching practices in terms of diversity and inclusion. When the data were analyzed, four sub-themes emerged, which are explained below in detail.

4.2.1 Instructors' Preferences Regarding Materials

This sub-theme emerged from the analysis of participants' interviews and field notes taken during the data collection process. However, in order to understand their preferences, this sub-theme is explained under two titles. The first title under this sub-theme was the materials that participants chose to implement in the lessons they were observed. It was believed that this also showed their views regarding diversity and inclusion. Moreover, their comments on the in-house materials and the coursebooks utilized in the preparatory programme were also considered as a second title to mention under this sub-theme as it also gave the researcher a chance to understand how they implemented those materials in their teaching practices and what decisions they made before or during their implementation.

4.2.1.1 Instructors' Choice of Materials for the Observed Lessons

It is significant to understand how instructors' views regarding diversity and inclusion can shape their teaching practices and the first opportunity to have an idea about this was observing their lessons. It is believed that not only their performance during the lessons but also their choice of materials gave an opinion regarding their teaching practice with respect to diversity and inclusion. To this end, except for Hatice, all of the participants chose topics that either has diversity as their main aim or topics that may have led to a discussion where students may talk about their ideas regarding diversity. Therefore, in the first set of interviews, the instructors were asked why they chose that specific topic or material for the observed lesson.

However, as it was not expected from them, Hatice was not asked why she did not choose a material that included diversity or why she did not try to lead them into a discussion on diversity or inclusion.

Even though her lesson was about author's tone and purpose, Nuray asked some questions to get students to discuss a certain topic that came up in the material. For instance, she shared her screen with the students for a PowerPoint presentation she prepared. She showed them a picture of an old house and some sentences/comments made regarding the house. Students did not listen to these sentences but only saw them on the slide and they were asked to decide on the tone of each sentence. In one of the sentences that had a sarcastic tone, she nominated a student and asked "Who do you think said this? A man or a woman?" The student she nominated said, "I think it is a woman because men attack physically but women attack psychologically". Instead of commenting on it herself, she asked the female students in the class for their opinions. When she was asked why she asked such questions she said:

> It was on purpose. I wanted to provoke discussion, I wanted to hear some agreement or disagreement. Because there are some cliché beliefs amongst even the teenagers, and I think they should be broken down. Most teenagers come to university with certain beliefs, but I think those beliefs should be challenged a little bit. I didn't want to impose my own opinion, that's why I wanted them to discuss amongst themselves.
>
> (Nuray – Interview 1)

As can be understood, even though the material did not specifically include any issues regarding diversity or inclusion, Nuray tried to raise students' awareness by getting them to think about gender related stereotypes because generally using a sarcastic tone is associated with women. Therefore, by provoking a discussion, she was aiming to challenge this stereotype students might have had.

Nazif also conducted a lesson during which he included some examples of the concepts of diversity and inclusion. He focused on flags and one of the aims of the lesson was to raise students' awareness regarding the issue by showing that not only countries but also minority groups or terrorist groups have flags. The issues of oppression and marginalized groups were also discussed in the class. These topics

along with authority, power, gender roles are all in the pre-faculty level materials. However, this was not one of them. As the researcher was not familiar with the material, Nazif was asked if this was a material given in the syllabus and why he chose this material for the observation. He responded by saying:

> It is not in the syllabus, but it is not my material either. It's from a book designed to teach exams. I took the reading from there and I adapted it myself though. What I used before and after the lesson belongs to me and the reading itself belongs to the book. I prefer to use outside materials and the reason is I find them more intriguing and when choosing a topic, I try to find things which can be of interest to students, and things that we can have a discussion about, things that they can learn from. That's why I chose that particular topic when I was creating a bank of extra materials.
>
> (Nazif – Interview 1)

As can be understood, he chose this material not only to show the researcher how he implemented the concepts of diversity and inclusion in his lessons but also to show that even though these topics such as oppression and authority had already existed in the curriculum, he aimed to challenge students' stereotypical ideas by adding another perspective to these issues.

Another participant who prepared her own material was Tuğçe and she conducted a lesson where students were asked to choose an employee among three diverse profiles and justify their reasons for their choices. When she was asked if she used this material before, she said:

> I did similar topics on minority groups and discrimination against minority groups, gender equality, men, and women rights. These are all included in the same theme, but for this one particular activity. This is the first time I used.
>
> (Tuğçe – Interview 1)

Tuğçe was one of the HTUs and she had the authority to ask the teachers working in her unit to prepare materials on a certain topic. While talking about the commercial coursebooks, she said they were not enough in terms of having discussions on such topics. Therefore, teachers worked together on a theme booklet which included topics as minority groups, authority and power. Moreover, she expressed that she was happy with these materials as they generated more interest

in students. However, when she was told the study was on diversity and inclusion, she might have thought she needed more than those materials to show her interest in these concepts.

4.2.1.2 Instructors' Comments on the Materials Used in the Institution

In terms of the materials utilized in the institution, some teachers expressed their contentment as they believed the materials allowed them to focus on diversity. Among these, Nuray and Hatice expressed their contentment by saying:

> I think the profile in our university is excellent in terms of teacher profile and that's what I saw during my training years as well. We do value diversity in class. Most of our materials allow us to do so of course there should be some adaptations sometimes, but majority allows us to value diversity.
>
> (Nuray – Interview 1)
>
> We are using internationally published books. So, these books are already culturally sensitive. And they already include diverse backgrounds, so as a teacher, I think as a school that gives us the opportunity to practice inclusivity, but it's more about like your personal choices for the teacher in the classroom, type of activities.
>
> (Hatice - Interview 1)

It is clear that these participants believed commercial coursebooks were enough to cover diverse backgrounds. On the other hand, although their lessons did not include cultural issues, in the observed lesson both of them used their own materials.

Tuğçe was another participant who was content with the materials and the topics implemented in the pre-faculty level. She expressed her contentment by saying:

> In commercial books we generally have topics around immigration, sometimes migration population, aging because there might be also age discrimination or gender discrimination, but specific to this pre faculty theme book that we prepared as an in-house material. We have themes around power and authority, that theme really allows us to touch upon these delicate issues and I'm really happy about that.
>
> (Tuğçe - Interview 1)

As she was one of the HTUs, Tuğçe was responsible for choosing coursebooks along with other HTUs and assigning teachers with material preparation. Therefore, when

she said she was happy about the themes, she was also saying that she was happy with the work her colleagues produced and the diversity within these in-house materials. Moreover, when she was asked about the decision making process for the HTUs while choosing a specific course book or while assigning teachers a certain material preparation task, she said:

> We would like to have the book that has a lot of different topics so that there would be more room for discussion and learning opportunities for students and we also look at like sometimes provoking or topics that are not discussed in any kind of commercial, academic language teaching books, because sometimes students get bored with technology easily, health and education easily. Yes, we sometimes think that it's a good idea to have some kind of relevant topics so that there is room for discussion there is room for learning and there are texts that look at the same topic from different perspectives.
>
> (Tuğçe - Interview 1)

As she said, “sometimes provoking topics are not discussed in any kind of commercial books”, she was asked why she believed so and what the problem with that was, and she responded by saying:

> I can tell that these are more appealing topics for students than other kinds of academic topics. Sometimes it's difficult to achieve this with commercial books because you can say at Intermediate level, they read about how economy endangered animals etc. Now, at Upper let's move on to these topics and at Pre-faculty, let’s move on to these topics. But with commercial books you cannot really play with the content of the book and the chapters with Moodle materials or with supplementary materials, we can include them and in speaking booklets, speaking strands, we generally have some kind of controversial topics.
>
> (Tuğçe - Interview 1)

As can be seen, as in any issue, there were two different ideas regarding the implementation of coursebooks. While Hatice was pleased with the diversity of the topics in the coursebooks, Tuğçe had some concerns. These concerns are significant to take into consideration because of her role in the institution.

Nazif was the only participant who commented on the effect of the materials on students by focusing on the possibility of triggering students due to a certain material and what he would do in such a case, and he said:

> If there is anything (in a material) that could trigger some of the students because of their religious, or ethnic background, or social background. If I feel like they may be triggered because of something, I usually approach that more carefully or take it out altogether if it's not manageable, for example a teaching material based primarily on the dichotomy of sexual orientation like heterosexuals. If I know that there is a student with a different sexual orientation, I don't use that material or I change it because, I don't want that to be something uncomfortable for a particular student.
>
> (Nazif - interview 2)

Nazif had a positive attitude towards inclusion; however, he was also careful in terms of not hurting students' feelings. Therefore, even though he wanted to include everyone in the learning process, he was also careful in not triggering anyone with the materials or the topics to be covered in the classroom. This could be attributed to his educational background again, but it could also be attributed to his personal feelings and professional decisions as a teacher. Regardless of his enthusiasm to include everyone, he needed to make a choice that would not harm anyone's feelings.

4.2.2 Instructors' Nomination Strategies Regarding Diversity and Inclusion

One of the sub-themes emerged from the data in terms of the instructors' teaching practice was their strategies of nominating students with regard to diversity and inclusion. In the interviews, they were asked about their nomination strategies in order to find out if students' diverse profiles had an impact on their decisions regarding these strategies. During the interviews, most of the participants gave similar answers in terms of their nomination strategies:

> Sometimes, I just follow the seating order. Sometimes, I just nominate a volunteer and then I ask the students to nominate each other. Sometimes, I go for the quieter ones. Sometimes, before they complete the task, I monitor them and especially for the shy ones or relatively weaker ones, I check their answers I know that, for example for sure a weak or a shy student answered number four correctly then I nominate that person so that they gain some self-confidence, and they don't make a mistake. Sometimes I just call for volunteers whoever wanted.
>
> (Tuğçe – Interview 2)

Similar to Tuğçe, other participants (Hatice and Nuray) also focused on the same strategies. In addition, Nuray and Hatice also focused on balancing different strategies. They found this significant in order to ensure everybody was involved in the lesson.

In addition to what others listed, Nazif implemented another strategy. He stated that his choice of nomination mostly depended on the lesson aims, which was not expressed by any of the participants. He explained this by saying:

> It has to do with my aim in that lesson but a couple of criteria that I think about their achievement level, it is definitely one criterion. Sometimes I nominate the strong students first, sometimes I nominate a weaker student first depending on what we're trying to achieve or what kind of a task it is. Their level of participation is another. Sometimes I nominate students for a difficult task, for example, I nominate the eager beaver who wants to do everything, sometimes I nominate students who are silent, who do not really raise their hands. So, level of participation and eagerness is another criterion.
>
> (Nazif – Interview 2)

It can be inferred that even though he implemented the same strategies as others, he also believed choosing one over the others depended on what he aimed to achieve in that specific lesson.

Gizem, on the other hand, was the only participant who did not feel confident enough to implement different strategies while nominating students. Even though she was implementing some strategies, she felt as if she was forcing students when she nominated them when they did not volunteer. Due to her educational background, the training she received in the institution, and the feedback she received from her superiors, she knew this was a problem for the students' learning process and therefore she expressed her frustration by saying:

> It's a teaching problem I have. I hate nominating students. If they are not volunteering, I feel like I'm pushing them or forcing them to speak in the classroom. If there's a discussion, it's always the ones who are more willing to participate in the lesson that participate in the lesson. Other than that, I don't nominate but I have a strategy I nominate one of the students then I make a chain, I ask them to nominate each other. That way, I have more students, I mean a diversity of students that speak up

> or participate in the discussions or the activities we have in the class. But personally, I don't prefer to nominate students if they want to keep silent, I respect that.
>
> (Gizem – Interview 2)

As can be understood, participants implemented some similar and some different strategies while nominating students (See Appendix H, Table A4 for participants' nomination strategies in face-to-face education). It was found that the most common nomination strategy in face-to-face education was choosing the volunteers which was followed by asking students to nominate each other. On the other hand, there were also strategies which were only mentioned by one or two participants. For instance, balancing stronger and weaker students, nominating according to the seating order and nominating shy or quiet students were more common than balancing male and female students, nominating according to the attendance or avoiding nomination. Their common list could be attributed to their shared background. All of the participants, except for Nazif, who was still enrolled in the DELTA course, completed ICELT and DELTA training, in which classroom management strategies are taught. The reason why they listed the same strategies could be attributed to this shared background. On the other hand, the reason why Gizem did not prefer to nominate could be attributed to her professional decision making which could have been influenced by her personal life. She believed nominating quiet students would be forcing them to participate, therefore she respected their choices, and she avoided nominating them.

On the other hand, participants were also asked about their nomination strategies during online education. To answer that, Nuray said:

> Online learning was not like that because you pose a question and there is complete silence; you ask it again, you nominate and they say "hocam (teacher), I don't want to talk today" then you nominate another person "hocam, I need to get some water". I nominate "Hocam, my mom came, can I open the door?" so they always find excuses especially the ones who are not willing to talk and you cannot force them because they are at the comfort of their homes. That was very different in online education it was mostly teacher talking, students listening. So, my normal nomination technique did not work in online teaching.
>
> (Nuray – Interview 2)

Nuray was the only participant who mentioned that students made excuses when she nominated them. However, while talking about the challenges they experienced during COVID-19, Hatice also said:

> "I mean these students did not respond like, even when you said, "good morning, good afternoon. They're just sitting there and sometimes not participating at all."
>
> (Hatice – Interview 2)

Therefore, it is clear that the teachers felt disappointed when they tried to nominate different students or when they tried to encourage them to participate in the activities, but the students did not care, or they made excuses.

Unlike Nuray and Hatice, Tuğçe, Gizem or Nazif did not share any moments of disappointment regarding online education. They expressed that they used the same strategies to nominate students. However, their main aim was to ensure that students were listening to the lessons, and not sleeping or paying attention to something else, especially the ones who had their cameras off. So, their comments on this issue were:

> In online education, it was very similar. I tried to make sure that everybody spoke at some point during the lesson. So, sometimes it was only the same students who raised their hands but sometimes I said, "What about the quiet ones?" "Can you answer that one?" "Do you have the answer or not?" or "Can somebody help their friends?" if there's a wrong answer.
>
> (Tuğçe- Interview 2)

Once again, it was clear that the instructors tried to implement their classroom management strategies of face-to-face education in online education. The reason why Hatice and Nuray experienced such problems could be attributed to students' attitude towards online education. They might have had a less motivated group of students compared to Tuğçe, Gizem and Nazif. It could have also been because of the generation gap these teachers had with their students. They might have experienced technological problems, and this might have caused students to lose interest in the lessons.

As can be understood, participants had difficulties during online education, and this affected their strategies of nomination as well (See Appendix H, Table A5 for

participants' nomination strategies during online education). It was found that participants' strategies changed compared to face-to-face education. While the most common strategy in face-to-face education was choosing the volunteers, the most common one in online education was nominating students who seem to be not paying attention to the lesson. Moreover, while the strategy of nominating students randomly was not mentioned by any of the participants while talking about their nomination strategies in face-to-face education, it was another common strategy in online education. The difference between the implementation of nomination strategies in traditional and online education could be attributed to participants' novel experiences during online education. As it was a completely new experience, they acted according to the needs of this education mode.

In addition to their nomination strategies in traditional and online education, the participants were also asked how the topics of the materials affected their teaching practices in terms of diversity and inclusion both in traditional and online education. Some of the participants provided more general answers regarding their nomination strategies depending on the topic. For instance, Tuğçe said:

> I think everybody has something to say. There is generally variety in terms of student profile, and I nominate different students. If there's a student with a headscarf, I also nominate that student but not just specifically that or making her feel like I am nominating her because of that I believe it is also important for students to see that they are not so much different in terms of freedom and oppression, they have similar opinions and generally first I ask them to relate the topic to their own lives, to their relationships with their families and then we start talking about our country or other countries. So, I think they feel safer and more confident.
>
> (Tuğçe- Interview 2)

Even though she gave some specific examples such as a student with a headscarf, compared to other participants' answers hers was more general. As she encouraged students to focus on their own lives before talking about others, she created a safer and more comfortable classroom atmosphere. In fact, this was observed in her lesson as well. It was clear that the observed classroom had an open communication where students respected each other's ideas, and this was because she allowed students to share their ideas openly without judging them or without allowing students to judge

each other. To clarify, it was a speaking lesson which asked students to choose one employee for an American company for which three candidates applied. These candidates had different qualifications and some background information regarding their personal life such as having a different ethnicity, or a different sexual orientation were provided. Students completed this task in groups and even though they were asked to choose only one candidate, there were some disagreements within the groups, therefore, students could not decide which one to choose. However, instead of forcing them to decide on one person as a group, the teacher respected their individual choices and asked them one by one to justify why they chose that specific person. Therefore, it was clear that as she expressed in the interview as well, she believed "everybody has something to say" and she nominated them.

Unlike Tuğçe, Nuray did not support the idea of giving the floor to everyone so that they can share their ideas. On the contrary, she believed that if she asked questions to the "extremists", she would be the one causing discussions in the classroom. However, as mentioned before, she gave importance to having a safe and comfortable classroom atmosphere. Therefore, by not nominating students who have strong beliefs or ideas about a certain topic, her aim was to ensure a safer classroom environment, which did not have place for arguments.

> For example, if I notice something, I choose not to ask those types of questions. Not asking that particular question to that student; not that but I avoid discussing those types of issues; religious issues, for example. Sometimes we have students from different backgrounds and some people are more conservative, some are more liberal and generally the liberal ones like to criticize the government a lot and they are outspoken, and the other ones keep quiet. So, I try to go for the middle ground, I don't ask the extremists those questions. Not to stir up the discussion because our aim is to teach the language. Yes, at a university setting we have to discuss things. These are important but if it's going to affect the classroom atmosphere negatively, I avoid those.
>
> (Nuray – Interview 2)

This was a completely different point compared to other participants because for example Hatice and Nazif talked about how they paid attention to students' interests and whenever a topic a specific student was interested came up, they nominated those students first. Therefore, it is clear participants had different strategies while

nominating students depending on the mode of teaching and the topics covered in the classroom.

4.2.3 Instructors' Strategies of Arranging Pair and Group Work Regarding Diversity and Inclusion

The second sub-theme emerged from the data regarding the instructors' teaching practice was instructors' strategies in terms of arranging pair and group work with respect to diversity and inclusion. There were some common points in their answers regarding their decision making. All of the participants stated that for some activities or lesson types, students' level of achievement (their strengths and weaknesses) determined their decisions when arranging pair and group work.

However, there were also completely different strategies. For instance, Nuray, similar to her answer for nominating students, focused more on balancing while talking about different strategies she implemented for pair and group work. She was the only participant implementing random selection. To explain her strategies, she said:

> Normally before COVID, I arranged them looking at the profile, mixing different genders or sometimes mixing different abilities as stronger and weaker student together and that was one strategy. Another one, sometimes it was more convenient just people sitting next to each other that is something I've done. Sometimes, I deliberately wanted it to be random and "okay pick a color and all greens and reds and so random selection. But the one that worked best was the one with mixed proficiency ability. So, they helped each other. It is more like Montessori learning.
>
> (Nuray – Interview 2)

It can be inferred that her main focus was on students' performance in terms of their strengths and weakness, which can be attributed to her background as a teacher trainer since these are some of the most common strategies to arrange pair and group work.

On the other hand, while all of the participants talked about their general preferences or strategies, Hatice was the only participant who focused on the strategies during hybrid education and after COVID-19 period and she mentioned the separators while talking about this issue. Separators were clear plastic materials separating

students' desks but with a chance for them to see each other. They have been used in the preparatory programme since hybrid education. The aim was to prevent the spread of COVID-19. However, it made teachers' and students' job a bit difficult in terms of interacting with each other as Hatice also expressed below:

> Of course, the easier one is you work with the person sitting next to you. But sometimes I also consider, when especially making groups, there is one strong student, one kind of medium that I try not to put all the strong students in one group for example. I would like to separate them but with the COVID measures, these separators in between, that was a bit problematic, that made life a little difficult, but I found the solution. I told them whenever they needed to do their work or group work, I told them to stand up, stand up talk over the separator and then sit down but some clever students started pulling up the separators and putting them aside and then talking to one another.
>
> (Hatice – Interview 2)

As can be seen, not only Hatice but also her students were able to come up with some solutions to handle the challenges caused by COVID-19 measures. Moreover, another participant, who talked about the difficulties caused by the pandemic was Gizem. In addition to the separators used in the classrooms, another measure taken by the university was not allowing students to change their seats throughout the course in order to prevent the spread of the virus. Gizem commented on this by saying that it affected her strategies in terms of setting pair or group work; however, she still continued to group the students by implementing similar strategies to other participants. Moreover, while all the participants focused on students' performance in class or their strengths and weaknesses in general, Nazif was the only participant who mentioned he also cared about students' relationship with each other when arranging pair and group work by saying:

> (In addition to their level of achievement, eagerness, interests) In face-to-face, it is more purposeful, like I said I know the students better and I can make better choices, like, I pay attention to things like, if I know some students do not get along well, because I pay attention to what they do during the break as well. If I know a group of students do not get along well, I try to avoid putting that in the same group but sometimes I put them in the same group on purpose just so they can break the ice.
>
> (Nazif – Interview 2)

Due to his educational background and also because of his personality, Nazif had interest in such issues, and he was also highly aware of the differences students had. Therefore, it is clear from his comment that he paid attention to the relationship between students so that he could utilize this while arranging pair and group work.

It is clear that the participants talked about different strategies in terms of setting pair and group work in face-to-face education (See Appendix H, Table A6 for their strategies). It was found that all of the participants implemented the strategy of mixing different language proficiency abilities while designing pair and group work. This was followed by the strategies of pairing students sitting next to each other and grouping students according to their relationship with each other. Among the other strategies, mixing different genders were found to be more common than the strategies of selecting students randomly and pairing or grouping students according to their activeness or eagerness in the classroom. Their strategies and more importantly, the similarities among their strategies could be attributed to their training background similar to their nomination strategies.

On the other hand, COVID-19 affected teachers' strategies of organizing pair and group work as in other aspects of their practice. Even though there were some common experiences such as utilizing the "breakout rooms" function on Zoom in order to group students randomly, there were also different experiences. For instance, except for some specific activities, Gizem was content with the function provided by the application, and she expressed her contentment by saying:

> It was very easy with the breakout rooms because it just groups the students randomly. So, that was nice. I had students randomly working with each other. If I didn't have certain people, certain matchings in mind, I let the program do it on its own randomly. But if I had writing lessons and I wanted a strong student with a weak student to work together, I matched them manually.
>
> (Gizem – Interview 2)

However, there were also participants who had difficulty while arranging pair and group work during online education. Tuğçe was one of them and while talking about her experience she said:

> In online education, it wasn't easy to understand which students were friends with which students because they did not see each other outside class hours.
>
> (Tuğçe – Interview 2)

As Tuğçe stated, students did not have a chance to socialize with each other due to the lockdown, therefore forming a relationship with their peers or socializing with them outside class was not possible. On the other hand, even though Nazif stated that he paid attention to students' interactions with each other even during break times in face-to-face education, he did not talk about any difficulty he experienced. On the contrary, he stated that the strategies he implemented was almost the same by saying:

> With online education, I paid attention to the same thing, just that I had less information. So, I had to make do with less but it was pretty much the same procedure. Sometimes completely random. Depending on the task, sometimes it's not group work but working in groups. It's not like they're going to achieve something as a group but no they're going to do something, they have to do it within a group, because they can ask each other, if it's an activity like that sometimes I just randomized. If I didn't have a specific goal in mind, I just said, "Okay I'm gonna send you to breakout rooms and I will use the random function on Zoom".
>
> (Nazif – Interview 2)

Another difficulty experienced during online education while setting pair and group work was expressed by Nuray who stated:

> During COVID, I initially started assigning those randomly, the program assigns random grouping. And then, I realized that sometimes in random grouping, five very hardworking students get together, they do it brilliantly, they talk all the time and then, three of them, I just go into the breakout room and none of them is doing the task and they say, "we will talk later". Then, I changed it. I decided to assign manually again picking the hard working and less hardworking. I don't want to say not doing anything, they were doing stuff but less trying. So, sometimes random selection worked. Randomly they were placed like that but most of the time they were not. So, I had to rearrange the groups.
>
> (Nuray – Interview 2)

Even though it was not expressed explicitly by the other participants, most of the teachers working in this institution experienced a similar situation one way or another. As mentioned by different participants, there are always students who do not want to be

included in the lessons in face-to-face education and they experienced the same situation during online education. However, some teachers such as Hatice came up with their own methods for those students. As she was (and still is) a support teacher, during online education she talked to the main class teachers about the students, and they decided to implement the strategy which she explains by saying:

> It was something that I shared with my partners something like "these two get along well, they study hard, so they're in the same pair", "these two, they don't do anything they probably play games". So, I put them in a room. If they're not going to work, they're not going to work together. So, that kind of a relationship like "these two are repeating so they know a lot, they may help one another, and they can create…" So, it was that kind of a division, and I had that piece of paper in front of me so that I can put them into their breakout rooms like that.
>
> (Hatice – Interview 2)

As can be understood, while some teachers were able to implement the same strategies in online education as the ones they used in face-to-face education, others were not able to do so (See Appendix H, Table A7 for participants' strategies of arranging pair and group work during online education). It is clear that the most common strategies implemented during online education in terms of setting pair and group work was mixing different language proficiency abilities, which is in line with the finding in face-to-face education. This was followed by the strategies of sending students to breakout rooms randomly and grouping students according to their relationship with each other, which was mentioned as a strategy by the same number of participants while talking about strategies in face-to-face education. Some participants also mentioned the strategies of assigning students into breakout rooms manually and pairing or grouping students according to their activeness or eagerness in the classroom, which was also the least used strategy in face-to-face education.

4.2.4 Instructors' Strategies of Challenging Stereotypes and Responding to Insensitive Remarks

4.2.4.1 Challenging Stereotypes

Another sub-theme emerged from the data regarding the participants' practice with diversity and inclusion was challenging stereotypes and responding to insensitive

remarks. The participants were asked about their practice in terms of this issue in the second set of interviews and they had different answers. For example, Nuray talked about her similar practices not only for in class activities but also the assignments she gave for outside the class. She talked about her strategies by saying:

> I try to bring texts from different perspectives. I always tell my students "Okay, when you read a news article from a particular newspaper, do you always believe what you read?" and some of them say yes and then I bring a couple of articles. I always try to encourage students to see things from different perspectives and then come up with their own judgment. I try to encourage them with articles. I give them tasks for the weekend. For example, follow this news channel for two days, note down any interesting things, perspectives things you disagree with, things you agree with, and we have discussions in class.
>
> (Nuray – Interview 2)

On the other hand, Tuğçe had a completely different idea as she suggested that in university environment, students should be able to talk about anything they want, and they should challenge each other. She did not comment on any possible conflict this may have caused. In addition, she also talked about other strategies she implemented in order to challenge stereotypes, especially while preparing materials or conducting speaking lessons. To explain these, she said:

> They are university students they should be able to talk about whatever they like, and they should challenge each other, they should challenge the mainstream ideas. Sometimes there are speaking tasks with different roles. In those roles, I assign men and women, male and female students different roles. Caretaker can be a man for example, a stay at home dad or sometimes in the discussion activities, I ask them to discuss the responsibilities in the family and men and women roles in society and sometimes because I'm interested in such areas sometimes I also talk about how it is also hard to be a man in our society although we live in a patriarchal society because they are not allowed to show their emotions and then everything comes out like anger. I also try to teach that most of these things are not preferences that is how people are and we cannot judge people by their nature.
>
> (Tuğçe – Interview 2)

It is clear that Tuğçe wanted to challenge even the most common stereotypes students encountered in their daily lives. In a later part of the interview, she also mentioned that she asked her students about their roles in their houses, if they had

any siblings that helped them with their responsibilities, which also led the class into discussions regarding male and female roles in a family.

In addition to these, Hatice also talked about her strategies of challenging diversity; however, she had a different approach compared to other participants. While Nuray, Nazif and Tuğçe were the ones who prepared extra materials or brought texts to challenge diversity, Hatice used students' background so that they could learn from each other about each other. She gave examples for this strategy by saying:

> I try to get them to give examples from their lives like how you would deal with this there. For example, a couple of years ago, I had a Korean student in class. So, that was perfect for example. We kept asking him for more examples and this and that. That was really perfect and this year I had a student whose mother is Russian, and I asked him for more examples, for example, how does that happen in Russia? and how do people react?
>
> (Hatice – Interview 2)

As can be understood, she was referring to the backgrounds of international students so that other students could learn about their cultures and maybe also teach the international ones about their own culture. As a trainer, she was utilizing a strategy, using the target language to talk about students' culture, that is commonly taught in training courses.

On the other hand, Gizem had a completely different strategy to challenge stereotypes. She said she made fun of stereotypes, especially the ones she had faced due to her background. She expressed it as a positive idea, with which she believed she made students feel comfortable and free to talk about other stereotypes including the ones they faced by saying:

> I make fun of stereotypes while instructing. For example, the moment I'm trying to teach the word "stereotype", I give an example from my cultural background. I'm from the Black Sea region and you know what they say about the people from Black Sea region that you know, we are not so intelligent, or we are intelligent at times but not the other times. And I give an example from my own cultural background, from my own personal experience. I didn't have anything bad, any negative experience but still I give an example from myself. So, we have a laugh about it. And then they come up with other things. It breaks the ice and then they feel, you know, freer and much more relaxed to talk about other

> stereotypes. But personally, I don't touch on sexual orientation or other cultural sensitivities, but I give examples about cultural sensitivities, not making fun, of course.
>
> (Gizem – Interview 2)

So, it is clear she believed this was useful because she had not experienced any problems as students also came up with other stereotypes and the classroom atmosphere became more positive. This could be attributed to her personal background since she also explained, once the students saw her making fun of the stereotypes she had faced, they felt comfortable and shared more about their own background or they talked about other stereotypes without judging them.

4.2.4.2 Responding to Insensitive Remarks

Another sub-theme category emerged from the data regarding teachers' practices with diversity was how the participants responded to any insensitive remarks students made in the classroom. This category also emerged from the participants' answers to the question posed in the second set of interviews. For this issue, even though there were some commonalities between participants' practices, there were also completely different strategies.

For instance, even though Nuray felt annoyed when students made such remarks, especially the ones she disagreed with, she said she still wanted them to express their opinions so that they could use English. However, when she realized their comments could have a negative impact on another student, she did not let the students talk about such issues in the classroom. To explain this, she said:

> I get really annoyed first of all, but I try not to show how annoyed I am but sometimes I do show it, I know. I am horrified when I hear certain things and I jokingly tease those students not to upset them, but I actually openly state sometimes that I disagree with them but how I do is that I say: "Hmm, that is an interesting point of view. I completely disagree with you. Could you elaborate on that? I could be convinced". And they at least use English to try to convince me. I am not convinced but I still am happy that they are using English. But if they say something that might particularly hurt another student in the classroom for example, because of her or his religious choices, I immediately stop the student and change the topic "let's move on to a different topic" and I warn the student outside the classroom because that is unacceptable. That should

> not be the case generally, unfortunately it is happening because of political views recently people tend to be over spoken and they think university is a free place. It is a free place, but you should not hurt the feelings of another student.
>
> (Nuray – Interview 2)

As can be seen, she focused on the fact that "university is a free place"; however, she also believed it was a free place for them to express themselves as long as they did not hurt other students' feelings. Nazif had a very similar comment on this issue as he also expressed that "nobody has the right to judge anyone". He also stated that it was so significant for him that he asserted this at the very beginning of the course. Moreover, he also explained that he was willing to talk about sensitive topics and how he handled it when the students made insensitive remarks on such issues by saying:

> One thing that I always do is I tell students that nobody has the right to judge anyone, and I say this at the very beginning of the course. I make sure they understand this. I think they're not going to understand it, so I say it in Turkish. That we're all different people, difference is a good thing as long as we respect differences, we can have a harmonious and comfortable environment. I do this and I don't really refrain from talking about sensitive issues and whatever students say, I tell them that it's their opinion, and it's good that they have shared and if anybody gets judgmental in the classroom I intervene. Because I think that sometimes that's the role of the teacher to intervene. You draw the line, you cannot always give students freedom or autonomy; otherwise, what's the point of being a teacher in the classroom.
>
> (Nazif – Interview 2)

In addition, he also commented on his strategies when students talked about their opinions by saying:

> I tell students that their opinions are valuable, all the time especially after they have shared their opinion, I say "thank you". I always thank them and say their opinion is valuable. Sometimes if I disagree with them, I still say that. I say I disagree with you. I don't feel the same, but your opinion is very valuable, thank you for sharing and here is what I think, here is why I disagree with you and if they want to talk about why they disagree with me because automatically they disagree with me, I respectfully listen to them and thank them again and if anybody gets judgmental during the process, I warn them quite firmly. So, those are somethings that I do to maintain a peaceful attitude when there is diversity in the classroom.
>
> (Nazif – Interview 2)

This comment was also realized during the observed lesson where he thanked the students for sharing his ideas. In the later part of the interview, he also talked about possible reasons why students might be making such insensitive comments by saying:

> Sometimes unknowingly, students say something that sounds quite okay to them but on some level, it could hurt some people. So, that's what I do, I warn the students, I talk to them, I tell them because sometimes they do this because of ignorance. They don't know any better. That is what they have learned, they are 18, they're high school graduates and I know Turkish education system does not pay attention to such issues at all. So, yeah, I use it as a teaching opportunity.
>
> (Nazif – Interview 2)

It is clear that he believed there were different reasons why students had certain beliefs regarding sensitive issues, which he believed led them to be ignorant of such sensitive issues. However, even though students made insensitive remarks in the classroom, he tried to raise their awareness and got them to research more.

Finally, Hatice had a completely different strategy where she was the one suggesting alternative ideas, even if she did not believe them herself, to neutralize students' comments. She explained this strategy by saying:

> I try to neutralize the comments. The thing is sometimes people may feel that they shouldn't interfere, but I always try to soften it up a bit, slow down or if it doesn't work, talk to them privately as well and possibly avoid such topics as well. Softening is when one person is saying something, I try to present the other view, opposite view so that I can neutralize. Not necessarily shutting the students up. It's more like, "how about this? But there is this and this." So, instead of some other student coming in, I do it. But I haven't had a big issue or anything like that.
>
> (Hatice – Interview 2)

She believed that this helped her and the students because instead of having students argue with each other in an impolite manner, she took the responsibility of offering alternative perspectives. She also believed she was able to avoid conflict in such issues due to the age gap between her and the students. Since she believed the students saw her as their mother, they did not argue with her. Therefore, it could be inferred that even though the generation gap could have a negative impact on some certain issues, Hatice turned it into a positive one in this context.

To summarize, participants had some similar and some completely different strategies to challenge stereotypes and respond to insensitive remarks students made. The strategies emerged under this sub-theme are summarized below in Table 3.

Table 3
Participants' strategies of challenging stereotypes and responding to students' insensitive remarks

Challenging stereotypes	• Bringing texts from different perspectives • Encouraging students to see things from different perspectives and come up with their own judgement • Bringing sensitive issues to the classroom • Preparing materials to challenge gender roles • Including different cultures in the classroom • Making fun of stereotypes • Giving examples of cultural sensitivities
Responding to insensitive remarks	• Warning students • Raising students' awareness in terms of not hurting others' feelings • "Nobody has the right to judge anyone" • Not refraining from talking about sensitive issues • Intervening when students are judgmental • Maintaining a peaceful attitude in the classroom • Having an open mind regarding sensitive issues • Neutralizing students' comments by adding other perspectives

4.3 Challenges of Handling Diversity and Inclusion

During data analysis, the challenges that participants had to go through was found to be a significant main theme and five sub-themes emerged under this theme which are explained below in detail.

4.3.1 Challenges Related to Students' Behaviors and Needs

One common reason for facing challenges expressed by some of the participants was students. However, participants shared different experiences in terms of the challenges they encountered due to students. For instance, Nuray talked about non-participant students, and she explained this by saying:

> Challenge is sometimes as teachers there are certain students that you just don't particularly like. So, they just sit in the corner. And you say, if he wasn't in this class or if she wasn't in this class, this class would be better. That is the challenge. I try to be equal to everyone but sometimes you look at that person "Oh my god what is he doing here?"

> not because of generally his beliefs but because of behavior. Sometimes some people just reject being included. They say "Hocam leave me alone, I'm not going to do anything" or sometimes they deliberately behave bad to disrupt the class atmosphere. So, those were my challenges.
>
> (Nuray – Interview 1)

In addition, Gizem expressed that she faced similar challenges when students did not want to be included in the lessons and she talked about this by saying:

> Students do not want to be active in the class. I always had problems with these students. I try to include them in the class but if their motivation level is low if they have other issues. If they have personal issues, I can approach the students with ease. That's not a problem for me. I even have one-to-one chats with the students, but if they are not motivated towards the lesson, then I have the most difficulty. Other than that, cultural differences, age or sexual orientation, sex differences. These don't pose any threats to me, there are no challenges for me.
>
> (Gizem – Interview 1)

From the way they explained the challenges they experienced, it can be understood that they tried to include all of the students into the learning process, and this meant including even the ones who were not willing to do so. It is clear that Gizem made an effort to include such students in the classroom several times; however, she ended up respecting their choice. On the other hand, Nuray's comment on these students can be interpreted as a lack of objectivity towards them. It can be inferred that she eventually gave up trying since she believed she would fail.

Moreover, Gizem also had a completely different challenge in terms of the students. She stated that she had difficulty in terms of incorporating different learning styles into her lessons in order to cater for students with such styles or needs.

> The challenge I experience is with students' learning preferences. We expect students to be visual or we expect students to be auditory learners because this is a language classroom, but there are some students who are very active, who learn by doing things. So, I have difficulty including these students in the lessons because the lessons are not usually designed in such a way that the students can actively take part or physically take part in the lesson, and this is a challenge for me.
>
> (Gizem – Interview 1)

The challenge she experienced can be attributed to many factors. As she also stated, the curriculum and the materials utilized in the institution play a crucial role in terms of including students with different learning styles. Moreover, the teachers may not always be aware what type of learning styles students may have because sometimes even the students themselves are not aware of their own learning styles. Therefore, this issue can turn into a challenge for some teachers.

In addition to Nuray and Gizem, Hatice also had problems with certain student profiles, and she described the challenge she faced with some students who do not appreciate teachers' efforts to include diverse profiles in the lessons by saying:

> In terms of challenges, my biggest challenge has been being able to balance the reactions in the classroom. Sometimes because some students are not behaving appropriately to students from a diverse background. Some students are not actually approving the teachers' kind of methods and techniques. That could be the biggest challenge I would say.
>
> (Hatice – Interview 1)

As can be understood, even though Nuray and Gizem focused on the challenges that may affect the relationship between teachers and students, Hatice focused on the relationship among students which could have had an impact on the relationship between the teacher and the students. It can be understood that her challenge was related to balancing how students respond to each other and how teachers handled that. Since she did not explicitly mention any specific incidents she experienced, it can be interpreted as a possible fear Hatice might have had regarding her students and their reactions.

4.3.2 Institutional Challenges

The second reason why participants faced challenges was the practices implemented in the institution. These practices were mostly about the length of the course and the course requirements which included attendance, exams, and learning portfolio tasks.

4.3.2.1 Course Requirements

This was one of the most common challenges participants experienced while catering for diverse profiles. Nuray commented on this challenge by saying:

> Certain limitations like too much importance given to assessment, attendance limit being 90%. For example, when we had one particular type of course, where attendance was not compulsory, I never had inclusion problems because only the ones who wanted to be a part of it came. But if they are forced to be there, and do a certain task sometimes, they reject. They are teenagers, it is normal. They say, "I hate this activity; I don't want to participate." They have a right to hate certain activities or subjects. But we have to teach them something. So, of course the course requirements pose a huge challenge. And I think the main reason why we cannot include a lot of people is that we have five hours every day. I think timetable makes a huge challenge. Even if it is 90% attendance, if the students had more time outside the classroom, they would be less rebellious. They would participate more.
>
> (Nuray – Interview 1)

As can be understood, Nuray believed it was challenging to include students in the learning process if they were not eager to do so. On the other hand, the only possible way to ensure inclusion is for both parties to be ready for it. Therefore, in order for Nuray to be an inclusive teacher, she needed students who really wanted to be in the classroom. However, the issue of compulsory attendance made students go to lessons even when they did not feel like it; therefore, this created a challenge for both parties. In addition, it can also be understood that Nuray believed students needed to spend more time outside the class so that they could be less rebellious, which eventually would make her job easier. Moreover, as mentioned before, she believed that non-participant students were her biggest challenge that even led her to have negative feelings towards the students. Therefore, it can be inferred that course requirements might actually have had a negative impact both on her and the students, which might have led her to think she had challenges due to the non-participant students instead of these requirements.

In addition to Nuray, Nazif also commented on this challenge by focusing not only on compulsory attendance but also other issues by asserting:

> Sometimes the curriculum and our approach to it, our testing system and all the other things makes it difficult for a teacher to consider such needs when there are other things that are considered to be high stakes by your managers and when you understand from your managers' attitude that exams are more important, or attendance is more important and when there are a lot of strict rules like that of course as a teacher, when trying to apply and implement the curriculum, these other conditions affect your ability to be able to do these because it requires some effort on your part to do this. When there are other limitations when there are time constraints for the teacher, you may not find the time or the energy to do this and you might miss a lot like you cannot be completely inclusive and diverse. So, you cannot get to that level when there are a lot of things to cover and a lot of housekeeping to do.
>
> (Nazif – Interview 1)

When he was asked what he meant by the word "housekeeping", he said:

> Attendance is just one example of all the paperwork that is done. As a teacher, you have to follow a lot of things. That's what I meant when I said housekeeping because I was talking about official exams like mid-term kind of exam, finals kind of exams. But there is also heavily loaded learner portfolio. And as a teacher you have to grade them all and you have to keep track of all the students, all the grades that the students have received because this affects your day-to-day teaching, but you have to give minuses and pluses. You write it somewhere and then you have to transfer it somehow you need to keep track of 90 minuses and plusses that you have given. So, I think for this and a lot of other things to be easier for teachers, I think the institutional practices are also important.
>
> (Nazif - Interview 1)

It can be understood that Nazif focused on the responsibilities of an instructor working in the institution. Besides teaching, teachers needed to keep track of attendance and learning portfolio tasks. Therefore, it can be inferred from his comment that he felt overwhelmed while repeating these over the years. Moreover, it can also be inferred that since being an inclusive teacher or catering for diverse profiles were not mandatory acts expected from teachers, he thought course requirements could be possible reasons why teachers would ignore focusing on these concepts.

It is clear that, participants were concerned regarding the institutional challenges, especially due to the course requirements. However, while Nuray had a more student-oriented approach to these challenges, Nazif had a teacher-oriented approach. On the other hand, this should not be interpreted as a difference or as a

negative situation. In order for inclusion to work both sides of these issues should be taken into consideration.

4.3.2.2 Length of the Courses

Even though the institution mostly has 8-week courses, the teachers expressed that they did not think it was enough for them to know their students or build good rapport with them. For instance, both Tuğçe and Nuray worked both with 8-week and 13-week pre-faculty courses, therefore they were asked how the length of courses affected their inclusive practices and their responses were:

> Unfortunately, although we see students for twenty-five hours a week plus the office hours and casual encounters, our biggest focus is on language teaching and assessment. So, sometimes I feel like I cannot get to know my students very well because we keep changing the classrooms and classes, so it is sometimes difficult. It also depends on how much students want to open up with you. So, it's a challenge. If we had the same students for a semester or for a year, I think we would know them better personally. So, the course length makes a difference, because the longer you spend time with students, the better you know them.
>
> (Tuğçe – Interview 1)

> For the past two years I have been teaching long courses and when you have a long course, you get to know the students better. You build rapport, you have much closer relationship when you are with the students for a longer period of time, trust is higher. I think that makes a difference with longer courses.
>
> (Nuray – Interview 1)

It can be understood that they both believed it would be better if the courses were longer and they connected this with the relationship among teachers and the students.

Another participant who commented on the same aspect was Nazif. However, that was not the only point he made since he also talked about the positive impact the longer courses had on students' attitude by saying:

> The fact that 8-week courses are very short term makes me feel like it is futile to try to do that sometimes because you cannot establish a good relationship with your students. A good rapport with your students. And I think inclusion requires that; including different students requires that. For if I'm teaching a 13-week course, I know that I'm going to be with those students for a longer while, and I have the time to do it better in

> this regard. In a lot of other regards, actually, because you somehow train your learners in your way as well. They get to know you as well; how you do things, and it gets easier overtime you know, things become easier as you get to know a group of students, as you spend more time. And I think it affects students' attitude as well. Knowing that they're only going to see you for eight-weeks or 13-weeks, what they share with you, information that is going to allow you to include them comes from the students. So, what they share with you also changes.
>
> (Nazif – Interview 1)

Similar to the other participants, Nazif stated that in a longer course, the possibility of them sharing more with the teacher increases. In addition, he also explained that it was more possible for a teacher to train students in terms of following a certain style the teacher had in a longer course. Moreover, Nazif also expressed his feelings regarding this issue since he felt emotionally burdened because of going through the same stages with "10 different groups of people every year". He felt that this made him lose his ability to be an inclusive teacher.

In addition to these, Gizem also thought it would be easier and better to have a longer course in order to form better relationships with the students. However, she also stated it was not a significant challenge compared to the others. She explained her ideas by saying:

> At the end of the 8th week or at the end of the 7th week, I start to get to know my students better. Like we all get close. We all get to know each other much better and then (hop) the course finishes. I also taught longer courses like 13-week courses. In those courses, you get closer to each other as the course progresses. So, you have a better chance to get to know the students, to see their personal differences, their different choices. So, in that sense, if we had a semester long course, I think we would incorporate this much better into our lessons, into our curriculum. We would see the diversity of the students. We could include all the students in the lessons, or we could create a learning environment which embraces all the differences, but eight week is still a long period of time. It's not like very short and we spend a lot of time with the students; 25 hours a week, together in the same class. So, they can get to know each other better, even if the teacher cannot do it, they create their own social environment. They create their own society. So, I don't think that as a major reason.
>
> (Gizem – Interview 1)

Gizem also believed the longer courses would be better for the relationship between the teacher and the students. However, unlike other participants, she also believed 8-week courses were actually enough for students to create their own social network even if it was short for the teachers. Therefore, she was the only participant who believed length of the courses was not a real challenge. Moreover, while Tuğçe argued teaching 25 hours and having office hours or informal chats with the students were still not enough to really know all of the students due to the focus on teaching and assessment, Gizem believed since students were together for 25 hours, 8-week was not that short. This difference in their opinions could be attributed to their experiences with their students and their personal and professional approach to diversity and inclusion.

To summarize, participants listed some institutional challenges in terms of handling diversity and inclusion in their classrooms. These challenges are summarized in Table 4 with a focus on the codes emerged from the analysis of the interviews.

Table 4
Institutional challenges participants experienced while handling diversity and inclusion in their classrooms

Course requirements	• "Too much importance given to testing" • Keeping track of attendance (challenge for teachers) • Compulsory attendance (challenge for students) • Heavily loaded learning portfolio tasks
Length of the courses	• Not being able to know the students • Not being able to build rapport/closer relationships with students • "Not being able to train students in your way" • "Shorter courses are emotionally burdening"

4.3.3 Challenges Experienced by the Participants During COVID-19

The participants mentioned COVID-19 pandemic or online education period as one of the challenges. For instance, Gizem had problems when students behaved in a way that led her to think that they did not listen to her or their friends. She explained this by saying:

> The problem everybody experienced was that the students would just turn their cameras on and do something else, like watching a movie or

> even playing games all day long. Some of them were even sleeping on their bed. That was challenging but as long as their cameras were on, I couldn't do anything about it. I tried to nominate them, but it didn't work all the time and that was all.
>
> (Gizem – Interview 2)

Nuray faced a similar challenge during online education, which she explained by saying:

> The relationship was lacking, that was the challenge and that is why it was difficult to cater for diversity because I was not aware of diversity that was the problem. That was very different in online education; it was mostly teacher talking, students listening. It was less active, less lively. The students were looking at me, but as they were just looking at the screen, I am not even sure whether they were looking at me or watching something else. That is why it was the challenge.
>
> (Nuray – Interview 2)

Both Nuray and Gizem were aware that there was a problem in terms of not being able to understand if the students were on task or not. Moreover, they did not know "what to do about it" because of the rule the institution implemented regarding attendance during online education.

A similar challenge was asserted by Nazif because he believed that the main reason behind this uncertainty was due to the student profile in the institution. Teachers had to check if students were on task and therefore issues such as diversity and inclusion were of secondary importance.

> I think this was the biggest one: Are they on task? because we know the student profile in our institution; they tend to be off task even in the classroom. So, when they were in the comfort of their home, obviously they were not always on task, I had to monitor that. And it was something new for me as well, like delivering lessons online. So, I had to focus more on how we were doing things. I was thinking about alternative ways of giving answers to students, different ways of doing the same thing because if something becomes predictable then it's not interesting for students anymore. So, I was more focused on making things unpredictable.
>
> (Nazif – Interview 2)

As can be seen Nazif was also aware of the problem similar to Nuray and Gizem. However, unlike them, he changed his teaching style or the methods he used to

implement in traditional teaching in order to include the students and he also tried alternative methods to get their attention.

4.3.4 Other Challenges Experienced in Terms of Diversity and Inclusion

Hatice was one of the participants who encountered different challenges regarding diversity and inclusion. She listed the challenges she experienced by focusing on not having enough information regarding students' background, not knowing what to do in certain situations when it was about students with diverse profiles and not knowing how to deal with the generation gap. She also explained why she considered these as challenges when she said:

> Sometimes if I don't share or if I don't have enough background as to the means of diversity, it could be a geographical location, it could be a cultural issue. Sometimes I find it like, "am I going to offend the student? or am I going to say something bad?" like when I had that student who was openly gay, for example, I tried to stop myself from looking or saying, I was like monitoring my behavior and my speech all the time for example, just being scared that I don't want to hurt this person because like unfortunately in our culture, it is not common behavior and what if something goes on with another student and if there's something else going on how do I do, how do I deal with it? I think that's the challenge. Maybe because of the age too. There's a certain generation gap between me and the students, they are especially generation Z at the moment and how do you deal with that?
>
> (Hatice – Interview 2)

As she also mentioned, Hatice's experience of these challenges could be attributed to the generation gap between her and the students. Even though such issues have become common in the society, due to the generation gap she felt she needed to watch her behaviors or her language. Moreover, it can also be attributed to her lack of interaction with diverse profiles.

Gizem was another participant who faced a challenge when she was not sure how the students in the classroom would react to a certain student who had a diverse background. She considered this as a challenge as it could have an impact on the group dynamics. She expressed her concern about this by saying:

> At the beginning, I always fear that they are not going to accept that student or students who are from different backgrounds into the group in the class. I always fear that. I mean, I fear literally because they are different than the others. Other than that, I don't have any other challenges. This is the only thing the classroom environment, the classroom atmosphere is a little bit challenging for the student, not for me. I didn't experience any difficulties or any challenges like the students not accepting the student as he or she is. I don't know what I would do if I experienced such a thing but until now that was the only thing. Group dynamics was the only challenge.
>
> (Gizem – Interview 2)

Nuray was also concerned regarding classroom dynamic because when she had diverse profiles in the group, she thought it would create a challenge for her by affecting the interaction among the students. For this challenge, she commented:

> The challenge is it affects the group dynamic. For example, if a quiet group of students come together, it is very difficult to cheer them up or sometimes most of them are all very active but if you have active and quiet all at the same time, it is more challenging but it is more rewarding at the same time because you mix and match and you see how their personalities and their learning styles have started to change and the main difference is the classroom dynamic.
>
> (Nuray – Interview 2)

Their challenges could be attributed to the lack of training on such issues. Since neither of them received training on how to deal with such issues emerging in the classroom or affecting classroom dynamics, they might not have been able to find a solution.

4.3.5 "No More Challenges": Tuğçe's Experience

In both of the interviews, Tuğçe was the only participant saying that she did not experience any challenges anymore. She made very similar comments in both interviews but the comment she made in the second interview was more detailed since she said:

> Actually, in recent years, I haven't had any problems because I am used to being in the same environment with people from different backgrounds, different political and religious beliefs, so I am fine with it, I'm open with it. So, I don't experience any challenges but in the past, like 10 years ago students among themselves had some difficulties.

> Those who supporting the government and those who strongly opposed to the government sometimes they had disagreements but it was a classroom setting and all sorted out and we also try to teach them how to be respectful to one another and how to listen to each other so that was all okay. No more challenges because as far as I can observe teenagers are also more tolerant towards each other than older generations or than the society thinks. They don't really care actually what one of them wears or how one of them is dressed.
>
> (Tuğçe – Interview 2)

It can be understood that since Tuğçe considered herself as an open-minded and inclusive person, and since she thought the younger generation was more tolerant towards diversity, she believed she did not experience any challenges.

4.4 Participants' Experiences, Opinions and Suggestions Regarding Diversity and Inclusion Training

Another theme emerged from the data was about teachers' training background, their opinions regarding training and the suggestions they made for a possible training course. As can be understood from the title, three sub-themes emerged from this main theme.

4.4.1 Participants' Training Background

When the participants were asked about their training background, two of the participants, Gizem, and Hatice, gave very firm answers by saying "none" (Gizem-Interview 2) or "I haven't received any training. I think that's what I've learned through experience, that's it" (Hatice - Interview 2).

The other participants commented on their training background by referring either to their university courses or the in-house training programmes they completed. For instance, Nuray was the only participant who focused on the courses she took in the institution that are accepted internationally. She commented on this by saying:

> Actually, I have done a lot of training courses, but I have not received anything as to that name, but they were components of classroom teaching like how to include all students, how to cater for visual learners or auditory learners so how to cater for students with different multiple

> intelligence. That kind of training I got them from DELTA courses etc. But inclusion I think is bigger than that. I only got training related to the classroom teaching techniques, but I didn't get any training on diverse backgrounds, diverse cultures, diverse religions, diverse sexual orientation, I have not received any training on that, it is pure on the job training. It is trial and error.
>
> (Nuray – Interview 2)

As can be seen, she believed that the courses she completed in the institution did not teach her how to include diverse backgrounds. On the contrary, the main focus of those courses was to cater for students with diverse learning needs. Moreover, even though such courses focused on including all students, the main aim was not related to including students' religious or ethnic background. It was mostly about students' learning styles and how to teach considering such differences. In addition, she also expressed she learned everything she knew about such issues on the job by herself. It is also clear that even though Nuray and Hatice worked as a teacher trainer themselves, they did not receive or provide any training on these issues themselves and therefore they believed in the importance of learning such issues on the job.

Unlike Nuray, Nazif mainly focused on the courses he took in his university years. He commented on the role the American culture and literature department played in his life when he made decisions regarding students' background, and he said:

> I'm not sure if I received any formal training. I received training on different learner profiles like different types of intelligent, different student needs but I didn't receive any instruction on personal differences or what to do in such cases. But I have an awareness of them because I studied culture and literature and having studied that really makes you aware of the existence of a lot of different things, you never take things for granted when you study literature. If you do it decently, I mean, if you actually read things and think about them, that's the take home message of the literature department. We cannot take things for granted, you should know that people are different; what you see, assume to be true may not always be true, different perspectives, different angles may lead to different consequences or different conclusions.
>
> (Nazif – Interview 2)

As can be seen, he focused on "not taking things for granted", and "knowing that there are differences among people" which was also clear in his teaching style, as he asked each and every student's opinion and thanked them when they expressed

themselves by respecting their different ideas. Moreover, as mentioned before, he paid attention to his students' relationship with each other even during break times. Therefore, it can be interpreted that due to his educational background, he gave importance to such issues in his teaching and when making decisions regarding teaching. It can also be inferred that even without receiving professional training focusing on catering for diversity or being inclusive, he had the awareness to care about students' differences and he acted as an inclusive teacher.

Similar to Nazif, Tuğçe also focused on the courses she took during her university years. Also, in addition to the courses, Tuğçe also referred to her friends and family who have diverse backgrounds and she focused on the way they affected her in terms of being an inclusive teacher. She expressed herself by saying:

> I didn't receive any formal training as far as I remember but back in college, of course we had lessons focusing on minority groups, LGBTQ members etc. and I have friends, I have people in my family who come from different backgrounds so it's part of life. I don't remember getting a formal education about that. But we got training about trying to involve all students into the lesson have them participate regardless of where they come from or what they look like.
>
> (Tuğçe – Interview 2)

As can be understood, similar to Nazif, Tuğçe also did not receive any professional training on how to cater for diverse profiles or be inclusive; however, she was given information regarding diverse profiles in her university years. Therefore, it is clear that she also had the awareness even without a detailed training course. In addition, not only her educational background but also her social environment raised her awareness in terms of diversity and helped her to be an inclusive teacher.

4.4.2 Participants' Opinions Regarding Training

It should be noted that the participants were not explicitly asked about their opinions regarding training. On the contrary, it came up while they were talking about other topics. For instance, while Nuray was talking about the effect of curriculum on her experience as being an inclusive teacher, she commented on the importance of training by saying:

> Curriculum is more like a document stating what to teach and some materials to provide for that. But to be able to include diversity into the curriculum, there needs to be training. Training materials writers on how to include diversity in the materials, training teachers on how to exploit those materials. You can't just change all your materials and give them to teachers and say, "do it." Some people would go for the traditional method no matter what. So, I think training should be an institutional culture if you want to change.
>
> (Nuray – Interview 1)

Since she commented on training, she was also asked when she believed was a good time for providing this training to the teachers in general. She explained her opinion by saying:

> Pre-service definitely. But in-service it is never too late. Even teachers with 25 years of experience might benefit from it. Because we need to tell people that they should be safely going out of their comfort zone and be able to explore things. I don't think it is only for pre-service. We should give this training to everyone who is teaching. Actually, it is a humanity thing, everyone should be like this. It's not only teaching profession. Every institution should be like that. We should value diversity in all aspects of our lives. In our relationships, friendships, and everything.
>
> (Nuray – Interview 1)

She focused on establishing an "institutional culture", because she believed it would be better to provide teachers with such a training in pre-service, which means before teachers start working in an institution. Moreover, for her, this issue was not only related to teaching or classroom environment because she believed it was related to humanity.

In addition to Nuray, Nazif also suggested that teachers needed training if the aim was to teach all the teachers in the institution to be more inclusive or to cater for diverse profiles. He suggested this could be achieved by arranging conferences, seminars, discussion sessions among teachers or short courses. However, he also thought this could create a completely new challenge for the teachers as he believed it would increase their workload and he commented:

> But those suggestions also are not feasible. Earlier I told you that when teachers have a heavy workload and a heavy emotional load, it's difficult for them to include different students because it's tiring. So, if teachers

> have to receive more training and education on this, they're not necessarily going to like it, or they're not necessarily going to implement it. It could be counterproductive because you technically increase their workload by asking them to attend conferences and seminars and courses. So, I think this is how it should be done, but other limitations should also be taken care of.
>
> (Nazif, Interview 1)

It can be understood that Nazif believed in the importance of training as he considered it as the best possible way to educate the instructors in an institution regarding these concepts. However, he also believed that giving them the necessary training and expecting them to implement the strategies taught immediately would not necessarily work. He believed teachers would only see it as extra workload. He also mentioned this was not only related to the institution where the study took place as he also heard the same issues from his colleagues working in other institutions.

In addition to the extra workload, Nazif also had concerns regarding some teacher trainers' attitude towards students with diverse backgrounds. It should be noted that he was concerned not because the trainers explicitly expressed negative opinions during a certain type of training course but because of the way they talked about students who are different from the rest in their informal conversations with other colleagues in their offices. So, Nazif described their attitude by saying:

> Another concern is we received training from experienced teachers at a certain age and I'm not sure how they feel about such topics. Sometimes there is talk in the office or at school, and I can feel that they're not very comfortable dealing with such students and the way they talk about "different students", is sometimes a bit offensive. I don't know if more experienced teachers who give training to younger teachers about such issues are themselves comfortable about it, I'm not sure. Maybe that's why such topics are always excluded; they're not talked about much and we focus more on learner profiles because it's a safe issue, so they say there are different intelligences so we should cater to those needs.
>
> (Nazif, Interview 2)

He also expressed that it was not only about teacher trainers, but it was a more general issue including other teachers by asserting:

> I know some teachers are unaware of these issues and they do neglect them, they take up a very normative attitude towards people if somebody

> is not within their definition of normal, they start to think of that student as the abnormal, the unusual and that's how they refer to that student "I have a student a bit different from the rest". Okay, so what? So, they perceive this as a problem. Anyway, so, I didn't receive any training on this because these issues are neglected in teaching community as a whole.
>
> (Nazif – interview 2)

As can be seen, this comment came up while talking about his training background and he also pointed out that training courses always included the same issues such as focusing on students' learning styles.

It can be inferred from participants' narratives that they believe training is a significant way to teach instructors about these concepts and how to implement them in their teaching practices. However, Nazif also believes this can create extra burden on teachers, which may lead to a negative outcome. Therefore, the arrangements for such a training course should be handled delicately by the institution so that teachers would not feel the burden and they would not lose interest even before starting to learn about these issues. In addition, as Nuray expressed, it is significant to have an institutional culture in order to ensure every teacher in the institution shares the same feelings towards diverse profiles or being inclusive. If not, as Nazif expressed, some teachers would see such profiles as "abnormal" or "unusual" and have a completely different attitude towards them. Therefore, as Nuray suggested, such a training should be provided to the teachers before they start working in the institution or in their very early days in order to include them in the institutional culture as well.

4.4.3 Participants' Suggestions for a Training Course

As the issue of training came up during the first interviews with some of the participants, it was thought participants' suggestions could also provide valuable information in terms of their views or practices related to diversity and inclusion and therefore they were specifically asked about their suggestions in the second interviews. Each participant made completely different recommendations regarding training courses. For instance, since Nuray suggested giving training to teachers in the first interview, she was asked what she would expect to see in such a training,

and she focused more on the aspect of including diverse profiles in teaching practice by asserting:

> If I were given such a training, I would love to see some video samples of classrooms with different behaviors. Just some classrooms where teacher behaves one way or another and I would ask them to put themselves in students' shoes and how they would feel if they were those students in that particular classroom. And starting off with that maybe. By watching these videos how they would feel and how they would change that teacher. What would they do differently if they were in that situation? I think starting off with videos, seeing samples and certain behavior types, they might remind them of themselves, they might remind them of their previous teachers, what they have seen before so it could be a nice opportunity I believe. And after that we can talk about the materials and stuff and how to exploit them. But they should first experience the situation themselves.
>
> (Nuray – Interview 1)

As it was thought to be an important question to ask to the participants, the same question was asked to all of the participants in the second set of interviews. Hatice gave a very similar answer to Nuray by focusing on sharing scenarios and she said:

> I don't think there is a lot to be learned on a course to be honest. I think the best thing would be sharing scenarios, like different contexts. Giving a scenario like that and then how would you react? how would you respond? How would you do it? And sharing ideas. I don't think there's much to be done in terms of like reading and research, but it should be more like experiential. That could be probably the only thing.
>
> (Hatice – Interview 2)

As can be seen, even though she did not believe in the effectiveness of training in terms of diversity and inclusion, she still suggested the same idea as Nuray. It is significant to reiterate that both Hatice and Nuray worked as a teacher trainer, and this might be one reason why they shared a similar idea. That is because in training courses, it is common to show the participants some sample videos or scenarios focusing on a certain aspect of teaching such as classroom management strategies. The participants of these courses are asked to watch the video and comment how they feel or what they would do differently. Therefore, they may have linked these two and suggested these.

In addition, as Hatice was still working as a teacher trainer during the study, she was also asked if the training courses she was leading included any of these concepts and she responded:

> Not explicitly, I think. It's one of the DELTA criteria, creating equal opportunities but we tend to see probably in terms of including different students not necessarily catering for their diverse needs. It is part of the criteria, but it's not set at the beginning. I don't think we give explicit training on that. Maybe like one-to-one kind of advice to the teacher but nothing on the sessions or input that we provide.
>
> (Hatice – Interview 2)

It can be inferred that the lack of such trainings is not observed only in this institution, on the contrary it is common in the training programmes that are known internationally. As Nazif stated, "these issues are neglected in teaching community as a whole". It should also be reiterated that Nazif was one of the participants of the DELTA course during the second interviews. Therefore, not only the trainer but also the trainee talked about the lack of training on such issues in these courses.

In addition to these, in the second interview, Nuray focused on different issues by expressing:

> All the texts we provide are from English speaking countries. For example, even before and after COVID, everything is about what happened in the United States, in Europe. Or education system it is the state's education, it's too American, too British but there should be other things from different cultures. For example, if we are talking about education system around the world, we are always talking about Finland, but why don't we talk about a Kenyan education system which is very good. Singapore is brilliant. So, maybe in terms of diversity, students should learn about different cultures how things are practiced in different cultures, how they are viewed in different cultures. We are only focusing on the good sides of the Western societies, and the bad sides of other societies but it should be good and bad for both societies. That is what I would like to see in a course. It is very important to design courses based on different cultures, different countries, different cultures.
>
> (Nuray – Interview 2)

As can be seen, this time her comments were mostly on the materials and the topics implemented in the classroom. She was not reminded of the first interview where

she said teachers should observe some examples first and then focus on the materials. In addition, while talking about the importance of training, she suggested catering for diversity and being inclusive should be an institutional culture. Therefore, in the quote given above, she also suggested this institutional culture could also include the materials. This, she believed, could happen by including not only the dominant cultures but also diverse cultures into the materials.

Tuğçe was another participant who emphasized the choice of materials and what can be done in terms of the materials while including diversity and inclusion. As can be seen she had different points such as paying attention to gender roles and culture.

> For some minority groups we may not know what sensitive issues they may have in their cultural history, maybe they should be included. I would also like to see some materials covering these issues. Even at elementary whenever we teach jobs for example for engineers and doctors, we always use the pronoun "he" and for teachers and housewives we use "she". When I prepare materials, I try to change that. We also have these online platforms with lots of readings and videos maybe there could also be some YouTube videos, TED talk talks or I don't know texts, newspaper articles that focus on these issues.
>
> (Tuğçe – Interview 2)

In addition to Tuğçe, Gizem also focused on the materials and specifically on using gender-neutral pronouns. In fact, she suggested this in both of the interviews. However, that was not the only point she made. She also expressed her interest in receiving a training which concentrates on different age groups and cultures by saying:

> Because we work with the same age group, I might want to be trained on how to deal with students whose age group is different. Other people I mean people from different backgrounds, ethnic backgrounds, So, I also want to try this maybe not training but an experience in such a class would be nice. I had my training. I can teach anyone, I'm an experienced teacher but I didn't have the experience that's what I'm talking about. We talked about this before, gender neutral pronouns in English. So, that might be something I might want to include in my materials or cultural sensitivities. I'm not very familiar with those like what to do with people from Korea or from Japan or from Middle East, I don't know how to cater for their cultural sensitivities. I might need some kind of maybe instruction, maybe training.
>
> (Gizem – Interview 2)

Nazif, on the other hand, did not specifically suggest ways to create or adapt materials. Instead, he had a more general approach as he said:

> I would definitely like to see a comprehensive list of things to watch out for. What kind of diversity could we experience in the classroom? I've talked about some of them but there could be many more. I mean, I would like to learn that, and I would like to learn that in different contexts because I'm not always going to be teaching in the same institution, in the same country. So, if I go to a completely different country what should I be aware of? What should I be careful about? I would like to learn that too. It can never be complete but something as comprehensive as possible. And how to approach, how to deal with that situation could be another aspect. If I see something that I have to be careful about, what should I do?
>
> (Nazif – interview 2)

To summarize, the participants had various recommendations regarding the content of a possible training course on diversity and/or inclusion. These recommendations are summarized below in Table 5.

Table 5
Participants' suggestions for a training course on diversity and/or inclusion

Participants' suggestions for a training course on diversity and/or inclusion
• Showing video samples of classrooms with different behaviors
• Sharing scenarios with teachers, commenting, and discussing about them
• Including different cultures into teaching materials
• Including issues minority groups experience into teaching materials
• Using gender-neutral pronouns in teaching materials
• Handling different age groups and different ethnic backgrounds
• Providing a comprehensive list of things to be careful in terms of diverse profiles
• Handling different situations related to diverse profiles

When the participants' training background, their opinions regarding training and their suggestions are taken into consideration, it can be seen that they believed in the importance of providing teachers with training in terms of diversity and inclusion. Nuray suggested by giving them training, it would be possible to establish an institutional culture. However, Nazif also believed that training could also place extra burden on teachers. Therefore, it could be suggested that this issue should be handled carefully without making teachers feel burdened. Moreover, if such a training is planned to be given, it should be provided to everyone in the institution from the beginning of their professional life. In addition, some of the participants

believed focusing on materials in a training course could be useful, and others believed showing them examples or providing them with a list of diverse profiles and possible challenges would be much better.

To summarize, this chapter focused on the findings of this case study. As a result of the data analysis procedure, four themes emerged from the study. These themes are preparatory school instructors' views regarding diversity and inclusion, their practices with diversity and inclusion, challenges they experienced regarding these concepts and their training background along with their opinions and suggestions for a possible training course related to diversity and inclusion. In the next chapter, these findings are discussed along with the limitations of the study and practical implications.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Presentation

This chapter consists of four parts. In the first part, the results of the study are discussed in detail. In the second part, the conclusions drawn from the study are explained. The third part gives practical implications of the study at hand. Finally, in the fourth part, limitations of the study are presented along with suggestions for the future research.

5.1 Discussion

This qualitative study was conducted to investigate two research questions. The purpose of the first question was to investigate preparatory school instructors' views regarding diversity and inclusive education in language classes. The second question aimed to identify their practices in terms of diversity and inclusive education in language education. When the data analysis process was completed, two main themes emerged under these two research questions. In addition to these themes, two main themes emerged from the data.

With regard to the first theme (participants' views regarding diversity and inclusive education), five sub-themes emerged from the data. The first sub-theme was related to their definitions of diversity, for which participants simply defined what they understood from diversity in language education. As a result of this, it was found that diversity meant variety to some of the participants as they believed diversity in language education referred to the variety of the materials, approaches and methods utilized to teach and practice the language. This finding is in line with Roberson (2006) who asserted that diversity means variety. However, there were also

participants who asserted that diversity did not only mean the variety of language materials or approaches. On the contrary, these participants believed that diversity had a societal meaning, which meant diverse profiles referred to social inequality and power relationships. This was also stated by Zepke and Leach (2007) as they believed diversity does not have a neutral meaning. Moreover, participants thought diversity in language classes meant for students to be aware of differences and respecting these differences, which was in line with Snowden (2004) who regarded diversity as having a meaning related to inequality in the society, authority and power.

The second sub-theme emerged from the data regarding the first theme was participants' definitions of inclusion. In the literature, it was found that there is uncertainty regarding the definition of inclusion. There are scholars who believe inclusion or inclusive practices only include students with disabilities or special needs (Farrell, 2000), while others believe it is about including everyone in the learning process (Booth & Ainscow, 2016). In this study, on the other hand, even though it was obvious that the participants were interested in these concepts, and they had information regarding them, some of them were not able to differentiate between the concepts of diversity and inclusion. It was also found that none of the participants referred to inclusive education only as including disabilities. Moreover, when asked for examples of diverse profiles, students with disabilities were one of the least mentioned profiles. It was also found that the participants had a more general view regarding inclusion which consisted of many different profiles. Therefore, it can be suggested that their definition of inclusion was in line with the one suggested by UNESCO (2008), which stated after so many years that inclusion was not only about students with disabilities, but it was more comprehensive than that.

The third sub-theme emerged under the first theme was the examples of diverse profiles teachers were aware of in general and the ones they encountered the most in the institution and in their classes. It was found that all of the participants considered the students coming from different parts of Turkey, students with a different gender identity, students with a different sexual orientation, students with

a different cultural or ethnic background and students with a different socioeconomic background as diversity. The majority of them also included international students in this list. This list could be attributed to the participants' personal, educational and professional backgrounds. These profiles were considered significant by many scholars who conducted research focusing specifically on these (Al-Obaydi, 2019; Cevallos, 2017; Liu & Nelson, 2017). However, the students with different learning styles and needs were not mentioned much. In addition, as mentioned before, even though many scholars consider students with disabilities as a diverse profile that needs to be cared about (Norwich, 2014) and included in the learning process, only two of the participants listed it as diversity. This could be attributed to the number of students with disabilities. Even though the institution offers a center for students with special needs, the number of such students is low in the preparatory school. Therefore, as teachers do not encounter this student profile as often as the other ones, they may have not mentioned it as a diverse profile.

The fourth sub-theme emerged from the data under the first theme was the importance of catering for diverse profiles. All of the participants expressed that it is significant to cater for students with diverse backgrounds; however, they had different reasons for that, which can be listed as:

1. Helping them reach a common goal (learning English)
2. Teaching them to respect differences not only in the classroom but also for their future life
3. Creating a safe environment conducive to learning
4. Ensuring that students do not feel judged
5. Remaining equally interested and involved in students' background to make them feel comfortable

On the other hand, as the first interviews took place during COVID-19 when the participants were teaching online, in the second interviews they were asked how they catered for diverse profiles during online education. However, their answers were not as positive as the ones they gave for face-to-face education. The majority of the participants stated that they were not able to, or they did not cater for students with diverse backgrounds, and they listed the following reasons for that.

1. Not being sure whether students were listening to the lessons
2. Not being able to form a relationship with the students
3. Not being aware of students' diversity
4. Regarding diversity as of secondary importance
5. Not being able to take care of every student due to the number of students per teacher

When the existing literature is taken into consideration, the number of studies regarding how teachers catered for diverse profiles was very limited. However, there were studies focusing on how students with diverse backgrounds felt during the pandemic. It was found that since students were not aware of their own personality traits that had an impact on their learning styles, they were not able to reflect these traits in the classroom (Özyurt & Özyurt, 2015). When the Turkish education system is considered, this does not sound shocking because students mostly start their university life without knowing how to study properly or how to manage their workload. Therefore, their ignorance about their own learning styles might have either misled the teachers or made them be unaware of their students' needs, strengths, or weaknesses during online education. This could be attributed to teachers' feeling of not being aware of their diversity or not being able to cater for their diverse needs.

The fifth sub-theme emerged under the first theme and the first research question was teachers' attitude towards diversity and inclusion. As a result of the analysis, it was found that the majority of the participants believed teachers' own beliefs to be the most effective factor in terms of their attitude towards diversity and inclusion. It was also found that they thought teachers' upbringing and educational background had an impact on their attitude towards these concepts. Even though personal experiences and professional choices were also listed, it was not a common finding among participants. In the literature, most of the studies related to inclusion were conducted on the inclusion of students with special needs. Therefore, in such studies, teachers' attitude towards inclusion was mostly related to what type of disability students had (Guillemot et al., 2022), teachers' experience level (Pettit, 2011) classroom size (Rose, 2001), and not being knowledgeable enough about these

concepts (Kayılı, et al., 2010). Moreover, even though some researchers also investigated how gender or training affected teachers' attitude towards inclusion, they could not find a correlation between them (Orakcı et al., 2016).

The second main theme emerged from the data was participants' practice in terms of diversity and inclusive education in language classes. Four sub-themes emerged under this main theme. Among these, the first sub-theme was participants' preferences regarding materials, and it was investigated under two categories which were their choice of materials for the observed lessons and their comments on the materials used in the institution. For the first category, it was found that when teachers were told that the research topic was on diversity and inclusion in language education, most of them wanted to show a sample lesson to the researcher during the lesson observations. To this end, they either chose a lesson which encouraged students to talk about their ideas or attitude towards diversity in all stages of the lesson or simply a discussion activity at a certain stage of the lesson.

For the second category, it was found that teachers had some similar and some completely different ideas regarding the materials utilized in the institution. Some of the participants believed that the commercial books used in the preparatory programme were enough to cater for diverse profiles because these books included different cultures, customs, and traditions. On the other hand, there were also participants who asserted that these coursebooks and sometimes even the in-house materials, prepared by the teachers working in the institution, included only American or British cultures. Therefore, they thought this was a problem as students needed to be aware of other cultures and be able to talk about them by using English. However, as English is considered to belong to these countries, they are represented more and taught as the dominant culture. This is in line with the literature as there are studies that found textbooks do not include different cultures in the same amount and they tend to focus on the dominant cultures (Tseng, 2002).

The second sub-theme emerged under the main theme of participants' practices with diversity and inclusion was instructors' nomination strategies with respect to diversity and inclusion. In order to collect data, the participants were asked about their nomination strategies not only in face-to-face education but also in online

education. As a result of this, participants stated that they chose the volunteers while nominating. Some of the participants also stated that they asked students to nominate each other so that they can ensure everybody in the class spoke at one point during the lesson. Moreover, one of the participants (Gizem) asserted that she respected students' preference of not being involved, and therefore she did not nominate students, she also used the strategy of asking students to nominate each other. In addition to the face-to-face education, the participants also talked about their nomination strategies during online education. However, they expressed that they were upset regarding online education because they could not understand which students were actively listening to them. Therefore, they stated that in order to ensure that everybody was involved in the lesson, they checked if the students were really listening to them by nominating the ones who seemed to be dealing with something else on camera.

On the other hand, as mentioned above, not participating in the lesson was common in face-to-face education as well. Therefore, it cannot be stated that students did not participate in the lessons because it was online or because they were at the comfort of their homes. This issue was found to be true for online education in some studies even before COVID-19. As the students were using their personal computers or mobiles phones to join online lessons, it was found that they often used these devices both for class-related and non-class related activities simultaneously (Fried, 2008). However, technology was not the only problem during online education. When provided with online education, students reported feeling isolated and less motivated. It was also found even before COVID-19, students were not satisfied with the content provided to them in online education because it was not designed properly (Yang & Cornelius, 2014). The same issue repeated itself during COVID-19 as the lessons did not include much interaction or collaborative activities (Yates, et al., 2020). Therefore, another reason that can be attributed to students' lack of interest or why they did not pay attention to the lessons could be because of the materials and the content. As none of the teachers were ready for such a terrible incident to last that long, no one prepared materials that can be implemented in online education. In addition, another finding regarding the online lessons during the pandemic was students felt exhausted due to the heavy workload they had to

deal with by themselves, which was considered to be a significant factor why students had anxiety or less motivation during online education (Niemi & Kousa, 2020). It might have been the same situation in this institution. Students might have felt tired since the workload is tiring even in face-to-face education where they can interact with their teachers and ask for help easily.

The third sub-theme with respect to participants' practice with diversity and inclusion was their strategies of arranging pair and group work with regard to diversity and inclusion. Similar to their nomination strategies, the participants were asked about their strategies of arranging pair and group work in both face-to-face and online education. In terms of their practices in traditional education, it was found that all of the participants preferred to mix students who are stronger and weaker in terms of their language abilities in order to set pair or group work. Some of the participants also preferred to pair students who are sitting next to each other and group them according to their relationship with each other. These strategies are found to be in line with the prior research conducted. Connery (1988) found that if instructors had the necessary information regarding their students, such as their language abilities, personality traits or ethnicity, they could group those who had a common background together. However, in the study at hand, none of the participants grouped or paired students according to their cultural or ethnic background. In addition, except for pairing students sitting next to each other, the results of participants' strategies for arranging pair and group work during online education were consistent with their preferences in traditional education. Even though some participants stated that it was not possible for students to form a relationship with each other during online education, some of them were more aware of the interactions among students, which affected their strategies of arranging pair and group work. Therefore, it was found that most of the participants preferred to group them according to their relationship with each other and some of them preferred to mix students according to their language skills. Therefore, it can be inferred that their main focus was on methodological issues instead of social ones while arranging pair or group work.

When the existing literature in terms of arranging pair and group work is taken into consideration, it is clear to see that interaction is key in terms of students' success in both traditional and online education. Moreover, as suggested by Vygotsky (1987), in order for children to develop, they need to interact with more knowledgeable people, which is transferred into classroom strategies such as pairing or grouping students with different language abilities (stronger and weaker). As the participants mentioned and as it was found by many researchers, it is significant for learners to work with their peers who are stronger than them so that they can learn from them or simply receive feedback on their work (Donato, 2000). On the other hand, it is also suggested that even though this strategy is considered to be an advantageous one for both parties (Porter, 1985), there are also researchers stating that a stronger student may not want to work with a weaker student simply because they do not want the responsibility of teaching their peers (Baleghizadeh & Rahimi, 2011). Therefore, all of these must be reconsidered while assigning pair or group work in face-to-face or online education.

The fourth sub-theme under the main theme of teachers' practices in terms of diversity and inclusion in language classes was their strategies of challenging stereotypes and responding to insensitive remarks. The participants listed different strategies for each one of these. It was found that the participants preferred to bring texts regarding sensitive issues to the classroom. In addition, there was one teacher (Gizem) who preferred to make fun of stereotypes, especially focusing on the ones she experienced. There was one participant (Tuğçe) who prepared her own materials in order to raise such issues and challenge students' stereotypes in the classroom. Along with challenging stereotypes, participants listed different strategies in terms of handling insensitive remarks in the classroom. It can be stated that teachers did not focus on any specific kind of insensitive remarks such as comments related to one's culture or sexual orientation. On the contrary, they talked about their reaction to any kind of insensitive or disrespectful comment. Some of the strategies they listed were warning the students (Nazif and Nuray), neutralizing students' comments by adding other perspectives into the conversation (Hatice) and reacting in a constructive way (Gizem).

However, when the existing literature is taken into consideration, it can be realized that in numerous research it was found, or it was suggested that there are different ways to handle each type of insensitive comment. For instance, Gehrig (1991) suggested five strategies to increase students' tolerance towards cultural diversity. Moreover, Bradley, et al. (2006) suggested an action plan which includes six components in order to deal with any negative attitude students might have towards diverse profiles. There are also strategies suggested by some scholars (Baltacı, 2018) in order to challenge gender related stereotypes. Therefore, even though the participants suggested valid strategies to challenge possible stereotypes student might have, it was not clear if they were aware of such strategies suggested in the literature. However, this could be attributed to their lack of training on the concepts of diversity and inclusion.

In addition to the themes that emerged under the research questions, two more main themes emerged from the data. So, one of these (the third main theme) was related to the challenges participants experienced while handling diversity and inclusion. Four sub-themes emerged under this main theme. Among these, the first sub-theme was the challenges related to students' behaviors and needs. It was found that among the participants, Nuray, Gizem, and Hatice talked about this issue as one of the challenges they experienced. While Nuray talked specifically about students that made her feel like she did not like them and question why such students were even in the classroom, Hatice talked about students who question teachers' methods and techniques. She felt uncomfortable while balancing such negative comments coming from such students. In addition, Gizem talked about feeling inadequate in terms of catering for students with diverse learning needs, especially with the ones who have a kinesthetic learning style. Moreover, another challenge Gizem experienced was related to the students who did not want to participate in the classroom activities. She stated that none of the diverse profiles caused a challenge for her except for those students. On the other hand, in the literature, it was found that teachers had difficulty due to the teaching conditions they had to work in regarding the concepts of diversity and inclusion. It was found that this was a more serious factor than teachers' positive beliefs towards these concepts (Savić & Prošić-Santovac, 2017).

The second sub-theme was related to institutional challenges and in order to explain them in detail, this sub-theme was explained in two separate categories, which are course requirements and length of the courses offered in the institution. It was found that the participants thought they were not able to cater for diverse profiles in their classes due to the requirements enforced by the institution. They also expressed that in some cases they were not even able to realize which diverse profiles they had in their classrooms. The first category mentioned by the participants was course requirements. It was found under this category that the participants believed too much importance was given to assessment. When the exams and learning portfolio tasks are considered along with the compulsory attendance, it is clear to understand that teachers have a heavy workload to deal with. In fact, both teachers and students have to deal with this heavy workload. Therefore, it was found to be a significant challenge for teachers in terms of handling diversity or being inclusive. In prior research, it was found that even though schools and policymakers favor standardized testing, it was not the only factor determining students' success. It was found their background such as their ethnicity and socioeconomic background also played a significant impact on their academic achievements (Kim & Lee, 2012). Therefore, it is significant to reconsider the importance given to standardized testing and ineffective assessment.

The second challenge under this sub-theme was the length of the courses offered in the preparatory programme. The participants believed that they felt they could not build a strong relationship with their students as the courses, classes and students change every 8-week. While talking about this issue, Nazif expressed his concern by saying he felt emotionally burdened and sometimes he also felt like it was futile to get to know the students well. His feelings summarized how the other participants felt.

The third sub-theme emerged from the data was about the challenges participants' experienced during COVID-19. As mentioned before, the main challenge participants experienced during COVID-19 or during online education was making sure that the students were on task. The participants reiterated how they felt during this period once again in this part. When their answers are taken into consideration,

it is clear to see that they did not mention students with lower socioeconomic background. It also demonstrates how the context where the participants work affects the challenges they experienced. In the literature, it was found that the main challenges experienced by students during COVID-19 pandemic was lack of access to technological devices that facilitated learning, lack of access to the Internet, and the lack of access to the necessary instructional resources (Leacock & Warrican,2020). However, it was not the case for the study at hand.

The fourth sub-theme emerged from the data was named as "other challenges experienced in terms of diversity and inclusion" since some of the participants talked about their experiences other than the categories listed above. Among these, Hatice focused on being afraid of offending a student with a diverse background due to not having enough knowledge regarding it. Gizem talked about being afraid of students judging or not accepting a certain student because of his/her diversity. Finally, Nuray was worried about the possibility of a problem emerging in the group dynamic due to a student with a diverse background. These challenges were not specific to the participants as many teachers have felt and reported it in the literature. However, most of them were reported by teachers who worked with students with special needs (SEN). Moreover, it was also found in the studies which focused on the challenges experienced by teachers working with students coming from diverse backgrounds. Some of these challenges were in line with what Hatice, Nuray and Gizem expressed. It was found that teachers had challenges with classroom management such as conflict between students and teachers' lack of knowledge regarding diverse profiles (Sarı & Yüce, 2020).

Finally, the fifth sub-theme emerged from the data was related to Tuğçe's experience as she was the only participant who stated that she did not experience any challenges in terms of handling diversity and/or inclusion. She stated that she always stopped and thought about the possible outcomes of bringing a sensitive issue or a material to the classroom. However, as she believed generation Z is more tolerant, she did not feel any concerns hence she didn't experience any more challenges. When asked about her past experiences, she said there were some students with different political ideas in her classes; however, she was able to handle

them. Therefore, she reiterated that she did not experience any challenges anymore. On the other hand, even though it may seem true in some cases, in the literature there are studies which contradict with what Tuğçe expressed. For instance, Tutgun-Ünal (2021) found that when compared with Generation X and Y, people who belonged to Generation Z were less tolerant towards people with diverse religions or ethnicities.

The fourth and the last main theme emerged from the data was about the participants' experiences, opinions and suggestions regarding diversity and inclusion training. As can be understood from the name given to the main theme, the sub-themes emerged are participants' training background, their opinions regarding training and their suggestions for a training course in terms of diversity and inclusion. In terms of their training background, two of the participants stated that they did not receive any training. One of the participants talked about the in-house training courses she completed even though none of those courses focused on diversity or inclusion. Two of the participants talked about the courses they took during their university years.

In terms of their opinions regarding training on diversity and/or inclusion, it was found that all of the participants believed in the importance of providing teachers with training on these concepts. However, some of them talked about different points related to training. For instance, Nuray focused on making training an institutional culture, but it would be better to provide such a training during pre-service. Nazif also had similar ideas; however, he was concerned with the feasibility of conducting such training programmes in the institution as he believed it would be extra workload for the teachers. In a study conducted by Subaşı-Singh and Akar (2021), it was found that multicultural teacher education programmes were not effective enough in order to train future teachers. They believed that the reason for this could be attributed to the lack of focus on necessary adaptations to the curriculum in terms of "raising culturally responsive teachers" (p. 56). In addition, she also believes that teacher education institutions should focus on inequalities and discrimination. In addition to these, Nazif also had a concern regarding the teacher trainers and some other teachers' attitude towards students with diverse

backgrounds. He was not happy with the way they talked about these students or the normative attitude they had.

In terms of their suggestions with respect to a possible training course on diversity and/or inclusion, the participants recommended ways to involve scenarios and materials related to handling diversity and inclusion. There were also suggestions focusing on specific aspects of diversity such as including gender-neutral pronouns or different cultures into teaching materials. Including gender-neutral pronouns was recommended by many scholars in the literature. For instance, Darr and Kibbey (2016) suggest that it is significant to include gender-neutral pronouns in colleges so that queer students can be under protection. They also believe this rule should be implemented not only in classrooms, but it must also be stated in policies and mission statements. Therefore, this idea could be used in this institution as well.

5.2 Conclusions

This qualitative case study investigated preparatory school instructors' views and practices regarding diversity and inclusive education in language classes. The study aimed to explore what their views regarding these two concepts were and how their views affected their practices. In addition, the study also aimed to investigate certain strategies they implemented in their practices in order to cater for diverse profiles and be inclusive. An interpretive framework was utilized by drawing on social constructivism to gain an in-depth understanding of the participants' narratives.

The study aimed to investigate two research questions. The purpose of the first question was to investigate preparatory school instructors' views regarding diversity and inclusive education in language classes. The second question aimed to identify their practices in terms of diversity and inclusive education in language education.

In order to answer these questions, data was collected by conducting semi-structured in-depth interviews, observing participants' online lessons, taking field notes, and reviewing documents. The study was conducted at a foundation university English language preparatory programme in Turkey. Five instructors with different personal, educational and professional backgrounds participated in the study. The data was

analyzed by implementing a five-phases of analysis method suggested by Yin (2018). The findings of the study were gathered from the data, the existing literature, and the theoretical framework with reference to the research questions posed. As a consequence of the analysis of the data, the conclusions made are presented below.

First, participants had different views regarding the concept of diversity. While some of them considered diversity as the variety of materials, approaches and techniques implemented in the classroom, others believed it was related more to social inequality and power relationships. Most of the participants also focused on the fact that diversity in language classes required being aware of differences among individuals and learning about respecting these differences. In addition, participants also had different ideas regarding the definition of inclusion. When their definitions are considered, it is clear that they were not able to differentiate between the terms diversity and inclusion. In addition, it was found that despite the definitions or the explanations provided in the literature, the participants did not focus on disabilities while talking about inclusion or inclusive education. On the contrary, they had a more general view regarding what inclusion entailed. This also affected their list of diverse profiles they knew in general and the ones they encountered the most in the institution. As they listed students with a different gender identity, a different sexual orientation, a different cultural or ethnic background and a different socioeconomic background, they said inclusive education involved these profiles. Consequently, it can be stated that the participants had a high awareness of diverse profiles in general, they were mostly aware of these concepts with some exceptions, and they had a positive attitude regarding these concepts.

Second, catering for diverse profiles and being inclusive were considered to be crucial by all of the participants even though they had different explanations as to why these were significant. On the other hand, as they were not familiar with the concept of teaching online or as they had never experienced it before, teachers did not feel confident catering for diverse profiles during online education. They believed they did not have time for it because of the hectic workload they had to deal with. They also believed because of the workload, catering for diverse profiles was of secondary importance. In addition, even though all of the participants had a

positive attitude towards incorporating diversity and inclusive practices into their teaching, they expressed not every teacher agreed with them. They believed teachers' own beliefs, upbringing and personal experiences were the most common reasons compared to others why teachers might have negative attitudes towards implementing these concepts.

Third, participants' practice with regard to diversity and inclusion involved four main issues. The first one was related to the materials utilized in the institution. They had opposing ideas on this issue. While some of them stated that they were content with the diverse profiles presented in commercial coursebooks, others were worried that only the dominant cultures (American and British) were represented. They focused on the need for including different cultures especially the ones being stereotyped or facing discrimination and oppression. The second one was related to their nomination strategies. It can be concluded that their nomination strategies were not affected by many different factors. On the contrary, they mostly nominated the ones who volunteered, or they asked students to nominate each other. In addition, topics covered in the classroom did not change their attitude towards nomination much. Some of them stated that they paid attention to students' background or interests so that they could nominate the students accordingly. However, some of them did not want to nominate the ones with extreme ideas even if they volunteered. The third item related to their practices was their strategies of organizing pair and group work in the classroom with respect to diversity and inclusion. The participants gave importance to pairing or grouping students who had different language abilities in order to ensure they learn from each other. Another strategy they used was pairing students who sit next to each other. Consequently, even though they pay attention to their students' level of achievement, there is no proof showing that they care about students' background such as culture or ethnicity. This could be attributed to their educational background since none of them received training focusing specifically on issues such as diversity or inclusion. As mentioned by many of the participants, they simply followed what they had learned about classroom management strategies without paying extra attention to diversity. The final item was related to the participants' strategies for challenging stereotypes and handling insensitive comments made by the students. Even though the participants were aware of certain

stereotypes and suggested some ways to handle them, their strategies were so general and unfocused. Their strategies included warning students firmly and talking to them privately or neutralizing their comments by giving another perspective. However, as there are different types of stereotypes, there are also different ways to challenge or react to each one of them. So, once again it was clear that the participants needed training on that.

Fourth, even though the participants were found to be quite positive with regard to catering for diverse profiles and being inclusive, they also expressed that they faced certain challenges, which were related to students' behaviors and needs, institutional challenges such as course requirements and the length of the course, challenges experienced during COVID-19 and some other challenges. It can be inferred from their narratives that teachers were eager to include diverse profiles in their lessons; however, they were not capable of doing so due to the challenges they faced. This finding is in line with Shaddock et al. (2007) who found that teachers were worried about institutional expectations and the paperwork they had to deal with while trying to cater for students with special needs.

Fifth, participants asserted that they considered training in terms of diversity and inclusion significant; however, they also were not sure about the practicality of receiving such a training because they thought it would create cumbersome workload for teachers and they would feel even more tired during such a training. On the other hand, even though they believed so, they still suggested some possible ideas to include in a training course.

5.3 Practical Implications and Recommendations

Drawing on the findings and the existing literature regarding diversity and inclusion, the following practical implications are suggested.

1. Even though the participants of this study were aware of diverse profiles, there were still some issues that they felt they needed to work on. There could be other instructors working in the institution with similar experiences regarding diversity or inclusion. There could also be instructors who are not aware of these profiles

or how to cater for them. In order to raise teachers' awareness in terms of diversity and inclusion, training sessions or courses should be provided either by the institutions or the universities where teachers learn the basics of teaching. In such a training, as the participants suggested, teachers could be provided with sample situations or scenarios, on which they could be asked to comment or exchange ideas regarding what should be done in each scenario. Moreover, they can also be asked to talk about their own experiences where they felt like an inclusive teacher or where they felt they failed being an inclusive teacher and they can comment on each other's experiences. This type of training can also be provided during pre-service in order to promote an institutional culture of respecting and catering for diverse profiles.

2. It was found in this case study that one of the factors affecting teachers' attitude towards diversity and inclusion was the length of the courses given in the institution. The participants expressed that they believed 8-week courses were not enough to build good rapport with their students. It was also stated that this experience was emotionally burdening for them. Therefore, the institution may reconsider the impact of this issue on the relationship between teachers and students and also possibly on the relationship among students. As suggested by the participants, if the courses took longer such as for a semester or a year, then both parties would feel more involved in the process of inclusion. Moreover, when the course length in English preparatory programmes across the country are taken into consideration, it can be stated that the courses in this institution are considerably shorter. This causes hectic schedules and curricula, which leads teachers to focus more on covering language objectives in a limited time instead of catering for diverse needs while doing so.
3. Another factor affecting teachers' attitude towards diversity and inclusion was found to be the importance given to assessment and compulsory attendance by the institution. When the instructors are required to cover certain objectives in a certain time period, this affects what they give importance to. These teachers cannot be expected to be fully inclusive or cater for all diverse profiles in their classrooms. They may not even realize the diversity in their classrooms. Moreover, since in such a context, the students' main focus is only on the exams, they may also not care about talking about sensitive issues or they may avoid

sharing anything personal with their classmates or teachers and this may impact the classroom atmosphere to a certain extent.

4. Another suggestion in terms of teachers' practice can be raising teachers' awareness regarding the importance of paying attention to students' diverse profiles while nominating or arranging pair and group work in the classroom. In this case study, it was found that teachers paid attention to their students' relationship with each other. However, this is not enough. They should also be aware of their background so that they can avoid causing any feeling of discomfort in the classroom. Even though it may seem quite impossible under these circumstances, if the number of students per teacher is reduced, then the teachers would be able to pay attention to such details. In addition, students have 25 hours of lessons every week, and this affects their motivation to have individual meetings with their teachers because most of the time this leads them to feel tired and hesitant to ask any questions or talk about any issues before or after the lessons with their teachers. However, if this number could be reduced, then both students and the teachers can allocate more time to getting to know each other and it can make both parties more aware of their backgrounds.
5. Another practical implication that can be suggested is finding possible and achievable ways to include diverse profiles in the process of material preparation. However, as all of the instructors working in this institution are expected to prepare materials even if they do not have any training regarding material preparation, it would be wiser to provide them with such a training. In other institutions where there is a material preparation team or unit, this training could be given specifically to those people.
6. Similar to the suggestion above, material preparation could be turned into a process where diverse profiles are also included. Students who are at upper-intermediate or pre-faculty levels can be a great asset in terms of preparing such materials. They could be given the training as well; however, it may not be feasible. On the other hand, if they are included with their ideas and feedback on the materials prepared by their teachers, it can work better. Moreover, their experiences of being stereotyped or being oppressed could be used in reading or listening materials to give voice to their narratives. When these materials are implemented in the classrooms by informing the students that they are real life

experiences of their friends (without sharing any names) it can generate more interest and respect. If this experience turns into a school culture, it may even have impacts on students' social circle.

7. Another area that requires attention is raising teachers' awareness in terms of handling stereotypical or insensitive remarks students may make in the classroom. This is crucial because even though it may be assumed that in university environment students would be more tolerant towards each other's opinions, it is not the case. Therefore, if teachers are given a training or if they are guided in a way they can overcome such issues, with this awareness, they can also teach their students how to deal with similar stereotypical or insensitive remarks because stereotyping is common all around the world and diverse profiles, especially the marginalized and oppressed ones need strategies to deal with stereotyping or insensitive people or comments.
8. Last but not least, it was suggested by one of the participants that commercial coursebooks mostly include either American or British culture to teach or practice English. This suggestion was considered significant because as diversity and inclusion require, language teaching should not only be about teaching the popular culture, but also using the target language to talk about students' own culture. Therefore, it is recommended that students should be familiarized with ways of expressing themselves and talking about their cultural or ethnic background by using the target language. In addition, cultures that are exposed to stereotypical beliefs by other countries or cultures should be incorporated into the materials in order to avoid further stereotyping by the students. Moreover, it should be noted that teachers may assume that there is one dominant culture in the classroom. However, they should also consider minority groups and the immigrants as diverse profiles and incorporate these into their teaching as much as possible. This can lead to a better learning environment where each and every student can feel valued.

5.4 Limitations and Recommendations for Future Research Directions

1. The case study at hand was conducted with five instructors to gain an in-depth understanding regarding their views and practices related to diversity and

inclusion. Moreover, it was conducted in a private university English preparatory school because it was believed it was a representative of other private university preparatory schools. However, future research can be conducted with more participants working in the same institution or with participants working in different contexts. It can also be conducted in a public and a private university since the implementations and therefore teachers' practices in each context could be completely different.

2. In addition to the number of the participants, their interest in these two concepts could be considered as a limitation. Since they explicitly state that they care about catering for diverse profiles, it is clear that they have awareness, and they give importance to these issues in their teaching practices. Moreover, even though they were considered to be a representative group, this could also be a limitation because in the same institution there might also be teachers who have no interest in these concepts at all. Therefore, in future research, another criterion should be added while selecting the participants. There should be at least one instructor who does not know or do much about these concepts or there can be at least one instructor who has doubts or questions about these concepts so that the study can be conducted by focusing on different teacher perspectives.
3. In terms of the research design, conducting longitudinal research could be useful. For such a study, the future researcher can start with what teachers already know about catering for diverse profiles or being inclusive and then provide them with certain amount of information or training in order to observe if such a training makes any difference.
4. Another suggestion regarding data collection can be related to the tools utilized to collect data. In the study at hand, the researcher conducted two semi-structured in-depth interviews along with online lesson observations and the field notes. In future research, the lesson observations can be conducted in real life classrooms as it can provide the researcher with more meaningful data. The reason why this is suggested is that online teaching was a completely new experience for all of the participants and that is why it affected their regular teaching practices. The main aim of conducting these observations was to observe teachers in their classes to see if they were consistent with what they shared during the interviews. In addition to the observations, participants were interviewed twice to gain in-

depth understanding of their narratives. However, in future research, focus group discussions could also be conducted in order to see what teachers share when they are around their colleagues. This could have a negative or a positive impact as the people working in the same institution may tend to avoid losing their colleagues' respect. Moreover, as each of them shares their ideas during these discussions, it can also give them further ideas to talk about.

5. Another limitation of this study was including only one participant working in management position because even though she was responsible for making decisions in terms of choosing coursebooks or assigning teachers with material preparation tasks, she was not involved in higher level decision making processes which had an impact on the daily operations which took place in the institution such as contact and office hours. The reason why these people were not included in the study was because of the hectic schedule they had due to COVID-19. Therefore, in future research, people from higher management can be included in the data collection process. As they are the ones making the decisions, it is significant to listen to their narratives.
6. In the study at hand, the participants chose the date and time they were going to be observed. Therefore, even though they were not given any details regarding the specifics of the study, they were informed about the key points (diversity and inclusion). So, they had a chance to plan their lessons or prepare the materials accordingly. This could be considered as a limitation because it might have affected the way they prepared their materials or conducted their lessons. Therefore, in future research, this issue should be reconsidered in order to observe participants' regular teaching practices without giving them a chance to get prepared for such an observation.
7. In the current study, the participants were asked what they understood from diversity and inclusion and about the diverse profiles they could think of. This could be considered as a limitation since it had a general focus. Therefore, future research could have a narrower focus and investigate teachers' views and practices related to a certain type of diversity such as cultural diversity or diversity in terms of sexual orientation. This can provide more data and enrich the study even more.

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APPENDICES

A. FIRST SET OF INTERVIEW QUESTIONS

1) How long have you been working as an instructor?

2) How long has it been since you started working at this private university?

3) What is your understanding of "diversity in education", or specifically "diversity in language education"?

4) What do you think diversity in language education includes/entails?

5) What about "inclusion in language education"? (What do you think it includes/entails?)

6) Why is catering for diverse student profiles or being an inclusive teacher is important?

7) What do you think affects teachers' attitude towards these two terms?

8) As a teacher working at a preparatory school, how often do you come across diverse student profiles?

9) What do you do in order to cater for the students with diverse profiles/needs?

10) Would you call yourself an inclusive teacher? Why? / Why not?

11) (If number ten is answered as yes) Could you give some examples of instances where you acted like an inclusive teacher?

12) How much does the curriculum you teach allows you to consider students with diverse profiles or does it allow you to be an inclusive teacher?

13) What are some challenges that you experience in terms of handling diversity in the class or being an inclusive teacher? What are they?

14) Do you have any suggestions for including these two terms more in the curriculum? For administrators? Or for teachers?

B. SECOND SET OF INTERVIEW QUESTIONS

1) What do you think about when you consider "diverse student profiles" in your classes? Please give some examples.

2) At your institution, in your teaching, what aspects of diversity do you more frequently encounter? Please give examples from your classes.

3) What are some challenges you experience when you consider teaching classes with various diverse student characteristics?

4) During COVID-19/online education how did you cater for students with diverse backgrounds?

5) How do you decide which students to nominate during a discussion or implementing a skills material? How did you decide during online education?

6) How do you arrange the groups or pairs that work together during the lessons? How did you arrange them during online education (i.e., breakout rooms)?

7) What training have you received regarding inclusion or diversity and how have you implemented that into your teaching?

8) (If the answer to number 7 is "I haven't received any training"): What would you like to learn in a training course that focuses on diversity and/or inclusion in language education?

9) What are some examples from your experience on challenging moments in classroom related to the diversity of your students?

10) What are some of the strategies you use to effectively teach classes considering diversity in your classes? Please give examples.

11) What are some of the strategies you use to challenge stereotypes and encourage students to be more sensitive regarding diversity in the classroom?

12) How do you respond when students make remarks that could potentially convey intercultural insensitivity or disrespect? Please give examples from specific incidents in your teaching.

C. LEARNING TAXONOMIES (FOR OBSERVATIONS)

Learning Taxonomies

Affective Domain

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.

Cognitive Domain

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation	Student grasps the meaning behind the information and interprets, translates, or comprehends the information	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards, and criteria, values and opinions.

Psychomotor Domain

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly	Students use standards to evaluate their own performances and make corrections	Students apply this skill to real life situations	Students are able to instruct or train others to perform this skill in other situations.

D. ETHICS COMMITTEE APROVAL

E. DEBRIEFING FORM

This study aims to explore preparatory school instructors' views and practices regarding diversity and inclusion. It aims to have an in-depth understanding of what instructors understand from the concepts of diversity and inclusion and how they incorporate their views into their teaching by conducting semi-structured interviews and lesson observations.

This research is conducted as a master's thesis under the supervision of Prof. Dr. Cendel KARAMAN and carried out by Meltem Deniz MORAN.

The participants are free to leave the study any time they want. The names of the participants of the study will be kept confidential and no direct reference will be given to them. The data collected will only be used for research purposes.

If you have any further questions regarding the study, please feel free to contact any time.

F. INFORMED CONSENT FORM

Dear Participants,

I am currently enrolled in the MA Programme at Middle East Technical University, and I am conducting this study for my MA thesis. The aim of my study is to investigate preparatory school instructors' views and practices related to diversity and inclusion in language education. If you consent to participate in this project, on a day that you prefer, an interview session will be conducted. In the session, you will be asked 12 interview questions. According to your answers, you may be asked some further questions regarding your experiences or opinions. The results of the study may be presented or published in different contexts; however, no reference will be made in written or oral form that could link you to this study.

The study does not contain any statements/questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time without giving a reason. If you would like to quit, it will be sufficient to tell the data collector (i.e. the researcher) that you do not want to continue.

For further information about the study, please do not hesitate to contact me. Thank you in advance for your help and cooperation.

I have read the above information. I understand that the data collected from my participation will be used primarily for a research project. I hereby give my consent for the data acquired to be used by **Meltem Deniz MORAN** in this survey. I know that I can withdraw from this study at any time.

Name

Date Signature

G. LIST OF FINAL CODES WITH THE RELATED THEME

Theme 1: What are preparatory school instructors' views related to diversity and inclusion in language education?	**Theme 2: What are preparatory school instructors' practices with diversity and inclusion**
Accepting diversity as something normal	Adapting materials to avoid problems
Accepting students as they are	Asking students to give examples from their own culture
Acknowledging differences	Avoiding discussions
Admiring the beauty of diversity	Avoiding taboo topics
Being aware of differences	Avoiding triggering students
Being aware of diverse profiles	Balancing students' different opinions
Being okay with differences	Being careful about not hurting students' beliefs
Catering for diversity is trial and error	Being equally interested in every student's interest/background
Common aim: learning/teaching English	Being flexible in teaching
Controversial topics are more appealing	Challenging cliché beliefs among students
Defining diversity	Challenging stereotypes
Defining inclusion	Challenging students' beliefs/opinions
Differences in students' behavioral patterns	Choice of books
Differences within the same generation	Choice of materials for the observed lessons
Different learning styles and needs	Different strategies for nomination
Differentiating between diversity and inclusion	Different strategies for setting pair and group work
Disadvantaged students	Diversity and inclusion in the curriculum
Diverse profiles add something different to the classroom	Encouraging students to be more sensitive
Diversity can be seen in any environment	Encouraging students to come up with their own judgment
Diversity in the institution	Flexibility in exploiting materials
Every difference is not okay for people	Giving autonomy to learners
Everybody learns the best in their own preferred way	Giving equal opportunities to students
Examples of diverse profiles	Giving students the freedom to express themselves
Expecting students to approach first	Grouping students randomly
Extreme beliefs might challenge the teacher	Having balanced activities
Families with different socioeconomic background	Having empathy for students
Feeling appreciated	Helping students share their opinions
Having a personal relationship with the job	Implementing various teaching methods
Having a transactional relationship with the job	Including cultural sensitivities into teaching
Having an internal monitor	Including everyone regardless of their background
Having great work ethic	Inclusion, not exclusion
Implications of diversity on students' learning	It is okay to make mistakes
Including everyone as they are	Knowing your students well
Language learning entails learning a culture	Making adaptations for foreign students
Learning by watching	

Love of teaching	Making assumptions about students' background
Not the curriculum but the flexibility makes me inclusive	Making fun of stereotypes
Not wanting to be excluded	Making special arrangements for some students
People like their comfort zones	Making students as free as possible
People's perception of teaching as a profession	Mixing and matching students
Personal experience	Motivating students to share their opinions
Professional choice	Neutralizing students' comments
Respecting differences	Nominating students in real classroom
Role of university in diversity and inclusion	Nominating students on zoom
Students have a right to hate certain activities or subjects	Nominating volunteers
Students learning from each other	Normalizing stereotypes
Students sharing their own story	Not allowing students to make racist or sexist comments
Students who do not participate	Not attracting attention to students' differences
Students who do not want to be included	Not imposing ideas on students
Students who repeat the same level	Not making students feel judged
Students with a conservative background	Not marginalizing anything for anyone
Students with a different ethnicity	Not using certain materials to avoid problems
Students with a different sexual orientation	Noticing students' preferences
Students with a different socioeconomic background	One-to-one conversations with diverse students
Students with a liberal background	Pair and group work strategies
Students with a privileged background	Paying attention to students strengths and weaknesses
Students with certain political ideas	Paying attention to students' eagerness
Students with diverse expectations	Paying attention to students' interest
Students with diverse needs	Paying attention to the balance in the class
Students with proper study habits	Providing students with different views or opinions
Students with psychological problems	Providing students with feedback
Students with special needs	Providing the context for students to express themselves
Students' learning preferences	Raising awareness about other cultures
Students' upbringing	Real life examples for challenging stereotypes
Teachers' attitudes (with possible reasons)	Resolving conflicts between students
Teachers' beliefs being challenged	Respecting each other
Teachers' own prejudice	Respecting students who do not volunteer
Teachers' responsibilities	Respecting students' ideas
Teachers' upbringing	Responding to insensitive remarks
The connection with students was missing during the pandemic	Scheduling more office hours during online education
The difficulty of changing people's mindsets	Showing students individual care
The effect of diversity on classroom atmosphere	Strategies for teaching diverse profiles effectively
The effect of educational background	Student participation in real classes
The effect of vicarious learning	Student participation on zoom
The importance of a safe classroom	Students' reactions to the chosen materials
The importance of considering different perspectives	Sympathizing with students
The importance of creating equal opportunities	Task work for teachers
The importance of having a common understanding or approach	

The importance of inclusion The importance of institutional culture The importance of sharing ideas in class The importance of student participation The need for being open-minded The need for creating a peaceful and safe learning environment The need for establishing relationships with students The need for focusing only on teaching The need for having a balance in interaction patterns The need for nominating students The need for students to feel accepted The need for teachers to renew themselves The need for teaching variety of cultures in coursebooks The need for training teachers The need to address everybody as equal citizens The need to build the culture of inclusion The value of students' opinions This private university allows us to value diversity Value of variety We cannot judge people by their nature We need to include everyone We reflect our own learning experience in our teaching We shouldn't stereotype anyone	Teachers working overtime Teaching how to be respectful Testing taboo topics Thanking students for sharing their ideas Treating students equally Treating students like children Trying to provoke a discussion Using students' backgrounds Warning students beforehand Warning students firmly, in a polite manner
Theme 3: Challenges of handling diversity and inclusion	**Theme 4: Participants' experiences, opinions and suggestions regarding diversity and inclusion training**
Affecting group dynamic Being afraid of offending students with diverse backgrounds Being deprived of communication with students during COVID-19 Catering for diverse profiles during COVID-19 Challenges of handling diversity and/or inclusion Challenges of handling diversity during COVID-19 Challenges posed by course requirements Challenging moments for the participants Comments on the content of the coursebooks Dealing with students who do not want to participate Diversity was of secondary importance during the pandemic Effect of length of the course	Concerns regarding teacher trainers' attitude towards diverse profiles Concerns regarding what training courses include Ideas for a training course It is pure on the job training Learning through experience Providing teachers with different scenarios Raising teachers' awareness is not enough Teacher training programs & their criteria Training participants received Using a gender-neutral language

Generation gap between teachers and students Institutional challenges: Assessment Institutional challenges: Attendance Institutional challenges: Course requirements Institutional challenges: Time constraints Institutional concerns Institutional differences regarding diversity and inclusion Is catering for diverse profiles always feasible? Lack of relationship among students during online education New generation is more tolerant Not being able to communicate with the students during online education Not being able to form a relationship with students during online education Not being able to understand students' background in online education Not being aware of diversity in the class Not being sure if students are listening to the lesson Not getting any response from students during online education Post COVID students Reasons for choosing a certain topic Student profile during online education Students' excuses during online education Teaching as housekeeping The fear that students will not accept the ones with a different background Too much importance given to assessment	

H. TABLES OF FINDINGS WITH FREQUENCIES

Table A1. *Diverse profiles listed by the participants*

Diverse profiles listed by the participants	**Frequency**
Students from different parts of Turkey	5
Students born and raised in a village or in a city	4
Students with different political beliefs (conservative vs liberal)	3
Diversity within the same generation	1
Students with a different gender identity	5
Students with a different sexual orientation	5
Students with a different cultural/ethnic background	5
Students with a different religious background	3
Students with different learning styles/needs	2
Students with a different socioeconomic background	5
Students from minority groups	1
International students	4
Students who do not want to participate in the lessons	1
Genius students	1
Students with disabilities	2
Students with scholarship	1

**Frequency given refers to the number of participants who listed the same profile(s)*

Table A2. *Diverse profiles participants encountered the most in the institution*

Diverse profiles in the institution	**Frequency**
Students with different learning styles/needs	3
Gender-fluid students	1
Students with a different cultural/ethnic background	4
Students with a different socioeconomic background	3
Students with a different sexual orientation	5
International students	2
Students from different parts of the country	2

**Frequency given refers to the number of participants who listed the same profile(s)*

Table A3. *Prior experiences related to diversity and/or inclusion in instructional settings (listed by the participants)*

Possible reasons	**Frequency**
Teachers' upbringing	3
Teachers' personal experiences	2
Teachers' beliefs	4
Teachers' educational background	3
Institutional reasons	1
Professional choices	2

**Frequency given refers to the number of participants mentioned a possible reason*

Table A4 *Participants' nomination strategies in* **face-to-face** *education*

Strategies	**Frequency**
Choosing the volunteers	4
Balancing male and female students	1
Balancing stronger and weaker students	2
Nominating students according to the seating order	2
Asking students to nominate each other	3
Nominating shy/quiet students	2
Nominating according to the attendance	1
Avoiding nomination	1

**Frequency given refers to the number of participants who listed the same strategy*

Table A5. *Participants' nomination strategies in online education*

Strategies	**Frequency**
Nominating randomly	2
Making sure everybody spoke at some point	2
Balancing stronger and weaker students	1
Nominating volunteers	1
Asking students to nominate each other	1
Nominating the quiet students	1
Nominating students who seem to be not paying attention the lesson	3
Avoiding nomination	1

**Frequency given refers to the number of participants who listed the same strategy*

Table A6. *Participants' strategies for arranging pair and group work in* **face-to-face** *education*

Strategies	**Frequency**
Mixing students with different genders	2
Mixing students with different proficiency abilities (stronger and weaker)	5
Pairing students sitting next to each other	3
Selecting students randomly	1
Pairing/grouping students according to their activeness/eagerness in the class	1
Grouping students according to their relationship with each other	3

**Frequency given refers to the number of participants who listed the same strategy*

Table A7. *Participants' strategies for arranging pair and group work during online education*

Strategies	**Frequency**
Sending students to breakout rooms randomly	3
Mixing different proficiency abilities (stronger and weaker)	4
Assigning students into breakout rooms manually	2
Grouping students according to their relationship with each other	3
Pairing/grouping students according to their activeness/eagerness in the class	2

**Frequency given refers to the number of participants who listed the same strategy*

I. TURKISH SUMMARY/TÜRKÇE ÖZET

İNGİLİZCE HAZIRLIK PROGRAMINDA ÇALIŞAN ÖĞRETMENLERİN DİL EĞİTİMİNDE ÖĞRENCİ ÇEŞİTLİLİĞİ VE KAPSAYICI EĞİTİMLE İLGİLİ GÖRÜŞLERİ VE UYGULAMALARI: BİR DURUM ÇALIŞMASI

GİRİŞ

Tarih boyunca eğitim, biçimi ne olursa olsun her zaman önemini korumuştur. Bugün insanlar, tüm çocukların eğitime her şeyden çok ihtiyacı olduğuna inanıyor. Ancak, bu durum her zaman böyle değildi. Bugüne kadar özel gereksinimli öğrencilerin yetiştirilmesi konusunda birçok mücadele verilmiş ve zorluk yaşanmıştır. Bu çocuklar sadece okullardan değil içinde yaşadıkları toplumdan da dışlandılar. Bu yüzden tarih boyunca bu öğrencileri öğrenme sürecine dahil etmeye çalışan eğitimciler ve akademisyenler olmuştur. Bu kişiler her çocuk için özel olarak tasarlanmış materyallerin yanı sıra özel olarak tasarlanmış ortam (sınıf), araçlar ve bu öğrencilerle çalışmak için öğretmenlerden veya uzmanlardan yararlanarak özel eğitim için bazı kilit stratejiler geliştirdiler.

Fakat bu süreçte bazı okullar “özel eğitim” adı altında kendi ideolojilerine uygun stratejiler uygulamış ve bu öğrencileri “normal” öğrencilerden ayırmışlardır (Rodriguez ve Garro-Gil, 2015). Bu nedenle, okullarda özel eğitim olarak anlaşılan düzenin uygulanması ve uyarlanması uzun yıllar boyunca bilim insanları ve eğitimciler tarafından gözlemlendikten sonra, bu ayrımın özel gereksinimli öğrenciler için yararlı olup olmadığı sorusu gündeme gelmiştir. Bu yeniden değerlendirme, "entegrasyon" teriminin geliştirilmesine yol açmıştır (Rodriguez & Garro-Gil, 2015), bu da özel ihtiyaçları olan öğrencileri "normal" öğrencilerle birlikte normal sınıflarda eğitmek anlamına gelmektedir.

Daha sonra bu terim “entegre eğitim” diye adlandırılan, sınıftaki herkesin geçmişi ne olursa olsun öğrenme sürecine dahil edilmesi kavramına dönüştü (UNESCO, 1994). Bu noktada sadece akademisyenler ve eğitimciler değil, uluslararası kuruluşlar ve hükümetler de sürece dahil oldu. UNESCO’nun yıllar içinde aldığı

kararlarla “dışlanma” durumundan “dahil etme” sürecine geçiş tamamlandı. Ancak günümüzde bile “kapsayıcı eğitim” sadece ülkeler arasında değil, aynı ülke içindeki farklı okul ve kuruluşlar arasında da farklı şekillerde anlaşılmaktadır (Florian, 2014).

Kapsayıcı eğitime ek olarak öğrenci çeşitliliği her kültürde olduğu gibi her sınıfta da görülebilmektedir (British Council, 2009). Ancak ne yazık ki öğretmenlere farklı profillere hitap edebilecekleri bir eğitim verilmemektedir. Genellikle "ortalama" bir öğrenci grubu için derslerini nasıl planlayacakları ve işleyecekleri öğretilir.

Eğitim, dünyanın her yerinde içinde bulunulan çağın politika ve ideolojilerine bağlı olarak değişmeye eğilimlidir. Örneğin liberalizmle birlikte ortaya çıkan eğitim hakkı, her bireyin belirli bir süre eğitim alması zorunluluğunun getirilmesine yol açmıştır.

Neoliberalizm ise eğitimi şekillendiren bir diğer kilit ideolojidir. Neoliberalizmin eğitime getirdiği en önemli gelişmelerden biri standartlaştırılmış sınavlardır. Bu ideolojinin temel unsurlarından biri olan rekabet, standartlaştırılmış testlerin arkasındaki mantıkta da açıkça görülebilir. Hastings'in (2019) belirttiği gibi, "Test puanları, okulların değerini 'fiyatlandırmanın' bir yolunu sağlayarak politikacıların, ebeveynlerin ve öğrencilerin nereye para yatıracakları veya okula gidecekleri konusunda karar vermelerine olanak tanır". Bu, okul yöneticileri arasında daha fazla öğrencinin okullarında eğitim görmesini sağlamak için bir rekabete yol açar. Ayrıca okulların sadece öğrencilerin sınav puanlarıyla ilgilenmesine, sınav puanlarını iyileştirebilecek ve diğerlerine göre daha iyi bir okul haline gelebilecek stratejiler geliştirmelerine yol açar. Ne yazık ki, yaratılan bu standardizasyon sadece test etme ile ilgili değildir, aynı zamanda okul müfredatını, öğretmenlerin öğretme stilini, proje ve performans ödevlerini de içerir. Dolayısıyla neoliberalizmin “tüm sorunlarımızın kaynağı” olduğu söylenebilir (Monbiot, 2016).

Bütün bunları göz önünde bulundurduğumuzda, açıkça görülüyor ki neoliberalizmin de etkisi ile öğretmenlerin eğitimde çeşitlilik ve kapsayıcı eğitim gibi uygulamalara vakit ayırması veya bunlar için çaba sarf etmesi zorlaşmıştır. Bu ve benzeri nedenlerden dolayı bu çalışma, İngilizce hazırlık programında çalışan öğretmenlerin

eğitimde çeşitlilik ve kapsayıcı eğitim kavramlarına ilişkin görüşlerini ve uygulamalarını araştırmayı amaçlamaktadır. Kelimenin kendisi (diversity) hem İngilizce'de hem de Türkçe'de (çeşitlilik) yaygın olarak kullanıldığından, öğretmenlerin bu konuda benzer bir görüşe sahip olacakları varsayılabilir. Ancak literatür, öğretim elemanlarının bu terime dair sahip oldukları görüşleri açısından farklılıklar olduğunu göstermektedir. Ancak yükseköğretim düzeyindeki öğretmenlerin çeşitlilik anlayışına odaklanan, özellikle hazırlık programında çalışan öğretim görevlilerini temel alan çalışmaların sayısı oldukça sınırlıdır. Ayrıca, kapsayıcı eğitim konusuna ilişkin sadece ülkeden ülkeye değil aynı ülke içinde de farklılık gösteren çeşitli tanım, yaklaşım ve uygulamalar bulunmaktadır. Kaynaştırma ile ilgili çalışmaların çoğu, öncelikli olarak özel gereksinimli öğrencilere odaklanan ilk ve orta dereceli okullarda yürütüldüğünden, bu çalışma odak noktası açısından farklıdır ve eğitmenlerin bu iki kavramla ilgili görüşlerini tam olarak anlamayı amaçlamaktadır.

Çalışma aynı zamanda İngilizce hazırlık programında çalışan öğretmenlerin farklı öğrenci profilleri ile olan deneyimlerine ve bu profilleri nasıl karşıladıklarına ilişkin sonuçlar üretebilmeyi, öğrenci çeşitliliği ve kapsayıcı eğitim açısından uygulamalarını keşfetmeyi amaçlamaktadır. Ayrıca, öğretim elemanlarının bu kavramları günlük öğretimlerinde uygularken veya uygulamaya çalışırken karşılaştıkları zorluklarla ilgili olabilecek bulgular da üretebilir. Bunlara ek olarak, çalışma, ders planlanırken, işlenirken, müfredat hazırlanırken ve hatta eğitim uygulamalarına ilişkin politikalarda bu kavramların dikkate alınması konusunda öğretim elemanlarına, okul müdürlerine veya politikacılara fikir verebilecek sonuçlar üretebilir. Ayrıca hizmet öncesi veya hizmet içi eğitimleri sırasında bu iki kavramla hiç karşılaşmamış olanlarda da farkındalık yaratabilir.

Yukarıda belirtilen amaçların ışığında, bu çalışma aşağıdaki araştırma sorularını cevaplamayı hedeflemektedir:

1. Hazırlık sınıfı öğretmenlerinin dil eğitiminde öğrenci çeşitliliğine ve kapsayıcı eğitime (kaynaştırma eğitimine) dair görüşleri nelerdir?
2. Hazırlık sınıfı öğretmenlerinin dil eğitiminde öğrenci çeşitliliği ve kapsayıcı eğitim açısından uygulamaları nelerdir?

YÖNTEM

İngilizce hazırlık programı öğretmenlerinin eğitimde çeşitlilik ve kapsayıcı eğitim ile ilgili görüşleri ve uygulamalarını durum olarak ele alan bu çalışma nitel araştırma sorgulaması ve durum çalışması ile ilgili literatürü dikkate alarak hazırlanmıştır. Öğretmenlerin bu nosyonlara dair görüşlerini ve bu nosyonları öğretim uygulamalarında ne ölçüde uygulayabildiklerini araştırmak için gömülü durum çalışması kullanılmıştır. Baxter ve Jack'in (2008) öne sürdüğü gibi, odak noktasının yalnızca tek bir vakada değil, aynı zamanda gömülü birimler üzerinde de olduğu bir çalışma yürütmek, "durumu daha iyi aydınlattığı" için önemlidir (s. 550). Ancak Yin'in (2014) öne sürdüğü gibi, gömülü birimlere odaklanırken genel durumu ihmal etmemek de önemlidir. Ayrıca araştırmacı, Yin'in (2018) yeni bakış açıları arayarak olguyu anlamlandırmayı amaçlayan keşfedici araştırma desenini, olguya farklı açıdan bakmak için gerekli araştırma araçlarını kullanarak uygulamıştır (Yin, 2018). Eldeki çalışmada tek durum, İngilizce hazırlık programlarında çalışan öğretmenlerin dil eğitiminde öğrenci çeşitliliği ve kapsayıcı eğitim anlayışı ve uygulamaları olup, beş gömülü birim, çalışmanın beş katılımcısını temsil etmektedir.

Bu araştırma, farklı alanlardaki başarı istatistiklerine göre en başarılı üniversitelerden biri olarak kabul edilen bir vakıf üniversitesinde gerçekleştirilmiştir. Bu üniversitede eğitim dili İngilizce olduğu için öğrencilerin bölümlerinde okumaya başlamadan önce hazırlık programını başarıyla tamamlamaları gerekmektedir. Üniversitenin yaklaşık 13.000 öğrencisi ve 900'den fazla akademik personeli bulunmaktadır. Araştırma, tümü aynı vakıf üniversitesinin İngilizce hazırlık programında öğretim görevlisi olarak görev yapan 5 katılımcı ile gerçekleştirilmiştir. Uluslararası personelin eğitimde çeşitlilik ve kapsayıcılık konularında farklı bir bakış açısına sahip olabileceği düşünüldüğünden ve ana dilleri, kültürleri veya dinleri nedeniyle farklı zorluklar yaşıyor olabilecekleri göz önünde bulundurulduğundan araştırmaya dahil edilmediler. Bu nedenle katılımcıların tamamı Türk öğretim görevlileridir.

Katılımcılar seçilirken ölçüt örnekleme kullanılmıştır (Creswell, 2013). Bunun temel nedeni, katılımcıları belirli bir dizi kritere göre seçmenin araştırmacıya daha zengin bir bilgi sağlamasıdır (Patton, 2002). Katılımcıların seçilme ölçütleri;

a) aynı kurumda en az beş yıl çalışmış olmak b) okul kültürüne, materyallerine ve öğrenci profiline aşina olmak c) aynı veya benzer mesleki gelişim süreçlerinden geçmiş olmak (örn., ICELT). Bunlara ek olarak, kurumdaki her bir zümrede çalışan öğretim görevlileri belirli bir kritere göre belirlenir. Bu kriterler: a) yönetici kadrosunda olmak, b) öğretmen eğitmeni olmak, c) en az 20 yıl deneyimli bir öğretmen olmak, d) erkek öğretmen olmak, e) en az 10 yıl deneyimli bir öğretmen olmak. Bunlar, hazırlık programındaki her bir zümrede belirli bir çeşitlilik sağlamayı hedefleyen farklı öğretim üniteleri oluşturmak için kurumun kriterlerine bağlı olarak hazırlanmıştır. Aynı amaç, araştırmacıya araştırma konusu hakkında farklı bakış açıları sağlayabileceği için eldeki araştırma için de geçerlidir.

Bu çalışmada araştırmacı, katılımcılarla ders gözlemleri ve iki farklı, bireysel ve yarı yapılandırılmış görüşme yapmıştır. Bunlara ek olarak araştırmacı, araştırma ortamında, gözlem ve görüşmeler sırasında çalışma boyunca alan notları almıştır. Ayrıca araştırmacı, eğitimde öğrenci çeşitliliği ve kapsayıcı eğitim açısından üniversite, hazırlık programı ve bazı ulusal ve uluslararası kuruluşlar tarafından hazırlanan ilgili belgeleri de gözden geçirmiştir.

Eldeki çalışmada, her bir katılımcı ile iki yarı yapılandırılmış görüşme yapılmıştır. Dünyadaki ve Türkiye'deki okulların COVID-19 nedeniyle çevrimiçi eğitim vermeye başlamasının hemen ardından 2019-2020 bahar döneminde ilk görüşmeler gerçekleştirildi. Gerekli izinler COVID-19 öncesinde alınmış olduğundan, planlanan asıl amaç, eğitmenlerin geleneksel öğretimde öğrenci çeşitliliği ve kapsayıcı eğitimle ile ilgili genel anlayışa ve (mümkünse) herhangi bir uygulamaya odaklanmaktı. Bu nedenle, ilk yarı yapılandırılmış görüşmelerde sorulan sorular katılımcıların deneyimlerini, karşılaştıkları zorlukları ve bu kavramları öğretimle ilgili uygulamalara dahil etme önerilerini derinlemesine anlamayı amaçlamıştır. İkinci yarı yapılandırılmış görüşmeler 2021-2022 bahar döneminde gerçekleştirilmiştir ve anlaşılacağı üzere iki görüşme arasında araştırmacının sağlık sorunları nedeniyle yaklaşık iki yıllık bir zaman aralığı bulunmaktadır. Bu zaman aralığında, katılımcılar pandemi sırasında bir yıl boyunca çevrimiçi ders verdiler ve ardından geleneksel öğretime geri döndüler. Bu nedenle, ikinci yarı yapılandırılmış görüşmelerde, katılımcıların çevrimiçi ve geleneksel eğitim deneyimleri ile öğrenci

çeşitliliği ve kapsayıcı eğitim anlayışlarındaki olası değişiklikler hakkında bilgi edinmek amaçlandı. İkinci görüşmenin sorularında ise, öğretim elemanlarının sınıf içerisinde grup çalışması oluşturma, ders sırasında öğrencileri aday gösterme, (varsa) öğrencilerin duyarsız ifade veya yorumları ve basmakalıp yargılarla nasıl başa çıktıkları konusundaki tercihlerini ve deneyimlerini araştırmak hedeflenmiştir.

Eldeki çalışmada, her katılımcı COVID-19 sırasında birer defa 50 dakikalık dersleri boyunca gözlemlendi. Dersler çevrimiçi olduğundan ve bu eğitmenler için tamamen yeni bir deneyim olduğundan, gözlemlerin amacı, eğitmenlerin öğrencileriyle etkileşimleri hakkında genel bir fikir edinmek ve günlük derslerini nasıl yürüttüklerini görmekti. Bir diğer amaç ise, öğretim görevlilerinin öğrencilerini gruplandırma, derslerde aday gösterme gibi uyguladıkları stratejilerini gözlemlemekti. Çevrimiçi eğitimde tek bir gözlem yapıldığından asıl amaç öğretmenlerin derslerini nasıl işlediklerini derinlemesine anlamak değil, tercihleri veya uygulamaları hakkında genel bir anlayışa sahip olmaktır. Bu amaca ulaşmak için araştırmacı, Bloom'un (2001) öğrenme taksonomilerinin uyarlanmış bir versiyonunu kullanmıştır. Gözlemin yapılabilmesi için araştırmacı kurumdan, öğretim üyelerinden ve öğrencilerden derslerin sesli olarak kaydedilmesi için gerekli izinleri almıştır. Araştırmacı, gözlemler sırasında katılımcı olmayan bir rol oynamıştır. Bu nedenle, derslerde hiçbir aktiviteye katılmadan veya yorumda bulunmadan yalnızca sınıftaki eylem, davranış, görev ve etkinlikleri gözlemlemiştir. Dersin tamamı kaydedilmesine rağmen, araştırmacı önemli durumlar için notlar almıştır. Daha sonra araştırmacı, ses kayıtlarının ve aldığı notların üzerinden geçerek her ders ve katılımcı için bir ders gözlem raporu yazmıştır. Temel amaç öğretim uygulamaları hakkında genel bir anlayış kazanmak olduğundan, araştırmacı bu gözlemlerin analizinin sonuçlarını yarı yapılandırılmış görüşmelerin analiz sonuçlarına dahil etmiştir.

Bu çalışmada araştırmacı, belge incelemesi açısından kamuya açık kayıtları ve fiziksel kanıtları analiz etmiştir. Araştırmacı hem öğrenciler hem de öğretim elemanları için üniversite ve hazırlık programı tarafından hazırlanan belgeleri incelemiştir. Bu belgeler, öğretim üyesi ve öğrenci el kitapları, üniversite misyon ve vizyonu, hazırlık programı misyon ve vizyonu, web siteleri, stratejik planları, her

bir yeterlik düzeyi için hazırlık programı müfredatı, mesleki gelişim döngüsü belgeleri ve hazırlık programında yürütülen öğretmen yetiştirme programlarıdır (örn., ICELT ve DELTA). İncelemelerin amacı, verilen eğitim veya sunulan kampüs imkanlarında öğrenci çeşitliliği ve kapsayıcı eğitim açısından alınan kararları analiz etmek, öğretmenlere farklı geçmişlere sahip öğrencilere yönelik kapsayıcı eğitim sağlama konusunda herhangi bir öneride bulunup bulunmadığını öğrenmekti. Ayrıca, öğretmen yetiştirme program dokümanlarını analiz etmenin amacı, kapsayıcı eğitim veya öğrenci çeşitliliği ile ilgili herhangi bir kriterleri olup olmadığını görmekti. Ayrıca UNESCO, Yükseköğretim Kurulu (YÖK) ve diğer kuruluşlar tarafından hazırlanan belgeler de bu belgelerin öğrenci çeşitliliği ve kapsayıcı eğitim konularına tarihsel bir arka plan ve temel oluşturması açısından gözden geçirilmiştir.

Nitel veri analizi "dinamik bir süreç" olarak kabul edilir (Mohajan, 2018, s.16) çünkü nicel araştırmalarda araştırmacı tüm verilerini toplayıp, beklemesi gerekmeden analiz eder ve bulgularını yazılı bir rapor halinde sunar (Creswell, 2014). Nicel araştırmaların aksine nitel araştırmalarda veri toplama ve veri analiz işlemleri aynı anda yürütülebilir (Mohajan, 2018).

Bu çalışmada araştırmacı, Yin'in (2014) beş aşamalı veri analizi prosedürünü kullanmıştır. Veri analizinin ilk döngüsünde, araştırmacı ses kaydına alınan verileri (birinci ve ikinci yarı yapılandırılmış görüşmeleri) yazıya dökmüş, el yazısıyla yazdığı alan notlarını, aldığı gözlem notlarını ve ders gözlem raporlarını derlemiştir. İkinci döngüde araştırmacı, kodları atamak için tüm transkripsiyonları okuyup ardından kodlama aşamasına geçmiştir. Ancak, görüşmeler arasında iki yıllık bir ara olduğu için araştırmacının bu aşamayı birkaç kez tekrarladığı belirtilmelidir. Veriler kodlanırken, Saldaña (2013) tarafından önerilen betimsel (verileri konuya göre özetleme), in vivo (katılımcıların doğrudan alıntılarını kullanma) ve süreç (bir eylemi betimleme) olmak üzere farklı kodlama stratejileri uygulanmıştır.

Ayrıca, araştırmacı verileri önce Saldaña (2013) tarafından belirtildiği gibi manuel olarak kodlamıştır ve bu da araştırmacıya çalışma üzerinde sahiplik sağlamıştır. Ancak manuel olarak kodladıktan sonra bir kez daha bakmak ve daha düzenli bir

versiyonunu görmek ve bu kodları daha iyi analiz etmek için MAXQDA'ya aktarmıştır.

Kodlama işlemini tamamladıktan sonra araştırmacı ilgili kodları tematik kategoriler halinde gruplandırmıştır. Kategorileri ve temaları belirledikten sonra ilgili literatüre ve kuramsal çerçevelere odaklanarak ve araştırmanın araştırma sorularını dikkate alarak verileri yorumlamış ve sonuçları sunmuştur.

BULGULAR, TARTIŞMA VE SONUÇ

Bu nitel araştırma, iki araştırma sorusunu araştırmak için yapılmıştır. İlk sorunun amacı, İngilizce hazırlık sınıfı öğretmenlerinin dil eğitimindeki öğrenci çeşitliliğine ve kapsayıcı eğitime dair görüşlerini araştırmaktır. İkinci soru, İngilizce hazırlık sınıfı öğretmenlerinin dil eğitiminde öğrenci çeşitliliği ve kapsayıcı eğitim açısından öğretim uygulamalarını belirlemeye yöneliktir.

Verilerden birinci tema ile ilgili olarak beş alt tema ortaya çıkmıştır. İlk alt tema, katılımcıların dil eğitiminde çeşitliliği tanımlamalarıyla ilgilidir. Katılımcıların bir kısmı dil eğitimindeki öğrenci çeşitliliğinin dili öğretmek ve uygulamak için kullanılan materyallerin, yaklaşımların ve yöntemlerin çeşitliliğine işaret ettiğine inandıklarını belirtmiştir. Öte yandan bazı katılımcılar, öğrenci çeşitliliğinin toplumsal bir anlamı olduğuna inandıklarını ifade ettiler, bu da Zepke ve Leach (2007)'in de belirttiği gibi farklı profillerin sosyal eşitsizliğe ve güç ilişkilerine atıfta bulunduğu anlamına geliyordu.

İkinci alt tema ise katılımcıların kapsayıcı eğitim tanımlarıdır. Literatürde bazı akademisyenler kaynaştırma uygulamalarının sadece özel ihtiyaçları olan öğrencileri kapsadığına inanıyorken (Farrell, 2000), bazıları bunun herkesi öğrenme sürecine dahil etmekle ilgili olduğuna inanıyor (Booth & Ainscow, 2016). Bu çalışmada katılımcıların hiçbirinin kapsayıcı eğitimden sadece özel ihtiyaç sahibi öğrencileri dahil etmek olarak bahsetmediği tespit edilmiştir. Ayrıca, eğitimde öğrenci çeşitliliği dendiğinde akıllarına gelen profilleri saymaları istendiğinde, özel ihtiyaç sahibi öğrenciler en az bahsedilen profillerden biri olmuştur. Ayrıca, katılımcıların birçok farklı profilden oluşan daha genel bir kapsayıcı anlayışa sahip

oldukları da bulunmuştur. Bu nedenle, onların kaynaştırma tanımının UNESCO (2008) tarafından önerilen daha kapsamlı tanımla uyumlu olduğu söylenebilir.

Birinci tema altında ortaya çıkan üçüncü alt tema ise öğretmenlerin genel olarak farkında oldukları, kurumda ve sınıflarında en çok karşılaştıkları farklı öğrenci profili örnekleridir. Katılımcıların tamamının Türkiye'nin farklı bölgelerinden gelen öğrencileri, farklı cinsiyet kimliğine sahip öğrencileri, farklı cinsel yönelime sahip öğrencileri, farklı kültürel veya etnik kökene sahip öğrencileri ve farklı sosyoekonomik geçmişe sahip öğrencileri çeşitlilik olarak gördükleri tespit edilmiştir. Çoğunluğu uluslararası öğrencileri de bu listeye dahil etmiştir. Bu profiller, bunlara odaklanan araştırmalar yapan birçok bilim insanı tarafından önemli kabul edilmiştir (Al-Obaydi, 2019; Cevallos, 2017; Liu ve Nelson, 2017).

Dördüncü alt tema, farklı profillere hitap etmenin önemi ile ilgili olmuştur. Katılımcıların tamamı, farklı geçmişlere sahip öğrencilere hitap etmenin önemli olduğunu belirtti ancak bunun için farklı nedenleri vardı. Öte yandan, ikinci görüşmelerde katılımcılara çevrimiçi eğitim sırasında farklı profillere nasıl hitap ettikleri sorulmuştur. Ancak verdikleri cevaplar geleneksel eğitime verdikleri cevaplar kadar olumlu olmamıştır. Katılımcıların büyük çoğunluğu farklı geçmişlere sahip öğrencilere hitap edemediklerini belirtmişler ve bunun nedenlerini öğrencilerin dersi dinleyip dinlemediğinden emin olamamaya, öğrencilerle ilişki kuramamaya, sınıf içi profil çeşitliliğinin farkında olamamaya, bu nosyonu ikincil önemde görmeye bağlamışlardır.

Mevcut literatür göz önüne alındığında, öğretmenlerin farklı profillere nasıl hitap ettiğine ilişkin çalışmaların sayısı oldukça sınırlıdır. Ancak, farklı geçmişlere sahip öğrencilerin bu dönemde nasıl hissettiklerine odaklanan çalışmalar da mevcuttur. Öğrencilerin öğrenme stillerine etki eden kendi kişilik özelliklerinin farkında olmadıkları için bunu sınıfa yansıtamadıkları tespit edilmiştir (Özyurt ve Özyurt, 2015).

Beşinci alt tema öğretmenlerin eğitimde öğrenci çeşitliliği ve kapsayıcı eğitime yönelik tutumlarıyla ilgilidir. Analiz sonucunda, katılımcıların çoğunluğunun öğretmenlerin kendi inançlarının bu konseptlere olan tutumları açısından en etkili

faktör olduğuna inandıkları tespit edilmiştir. Ayrıca çoğunun, öğretmenlerin yetiştirilme tarzının ve eğitim durumunun bu kavramlara yönelik tutumlarını etkilediğini düşündükleri de tespit edilmiştir. Literatürde bazı araştırmacılar cinsiyetin veya eğitimin öğretmenlerin kaynaştırmaya yönelik tutumlarını nasıl etkilediğini araştırmış olsalar da aralarında bir ilişki bulamamışlardır (Orakcı vd., 2016).

Verilerden ortaya çıkan ikinci ana tema, katılımcıların dil sınıflarında çeşitlilik ve kaynaştırma eğitimi açısından uygulamaları olmuştur. Bu ana tema altında dört alt tema ortaya çıkmıştır. Bunlardan birinci alt tema katılımcıların materyal tercihleri olup, materyal tercihleri ve kurumda kullanılan materyallere ilişkin görüşleri olmak üzere iki kategoride incelenmiştir. Birinci kategori için öğretmenlere araştırma konusu söylendiğinde ders gözlemleri sırasında araştırmacıya örnek bir ders göstermek istedikleri tespit edilmiştir. İkinci kategori için katılımcıların bir kısmı, hazırlık programında kullanılan kitapların farklı kültür, gelenek ve görenekler içermesi nedeniyle farklı profillere hitap etmek için yeterli olduğunu düşündüklerini belirttiler. Öte yandan bu ders kitaplarının ve kurumda görev yapan öğretmenler tarafından hazırlanan materyallerin sadece Amerikan veya İngiliz kültürünü içerdiğini ileri süren katılımcılar da olmuştur. Bu nedenle, öğrencilerin diğer kültürlerin farkında olmaları ve İngilizce kullanarak onlar hakkında konuşabilmeleri gerektiğinden bunun bir sorun olduğunu dile getirdiler. Bu durum, ders kitaplarının farklı kültürleri aynı oranda içermediğini ve baskın kültürlere odaklanma eğiliminde olduğunu tespit eden çalışmalar olduğu için literatürle uyumludur (Tseng, 2002).

Bu tema ile ilişkili ikinci alt tema ise öğretim elemanlarının eğitimde çeşitlilik ve kapsayıcılık açısından aday gösterme stratejileri olmuştur. Veri toplamak için katılımcılara sadece geleneksel eğitimde değil çevrimiçi eğitimde de aday gösterme stratejileri sorulmuştur. Bunun sonucunda katılımcıların çoğunluğu aday gösterirken gönüllü öğrencileri seçtiklerini ifade etmiştir. Katılımcıların bir kısmı da öğrencilerden birbirlerini aday göstermelerini istediklerini belirtmişlerdir. Katılımcılar çevrimiçi eğitimde de aday gösterme stratejilerinden bahsettiler. Ancak hangi öğrencilerin kendilerini aktif olarak dinlediğini anlayamadıkları için çevrimiçi eğitim sürecinde bundan rahatsız olduklarını ifade etmişlerdir. Bu nedenle herkesin

derse katılımını sağlamak için kamerada dersle ilgilenmediklerini düşündükleri öğrencileri aday gösterdiklerini belirtmişlerdir. Bu konunun pandemiden önce bile bazı çalışmalarda çevrimiçi eğitim için geçerli olduğu tespit edildi. Öğrencilerin çevrimiçi derslere katılmak için kişisel bilgisayarlarını veya cep telefonlarını kullanmaları nedeniyle, bu cihazları hem dersle ilgili hem de ders dışı etkinlikler için sıklıkla kullandıkları tespit edilmiştir (Fried, 2008).

Üçüncü alt tema, katılımcıların grup çalışması düzenleme stratejilerinin öğrenci çeşitliliği ile ilgisi olmuştur. Bu konuda da katılımcılara hem geleneksel hem de çevrimiçi eğitimde grup çalışması düzenleme stratejileri sorulmuştur. Geleneksel eğitimdeki uygulamalarına bakıldığında, katılımcıların tamamının dil becerileri açısından daha güçlü ve zayıf olan öğrencileri bir araya getirmeyi tercih ettikleri tespit edilmiştir. Katılımcıların bir kısmı da yan yana oturan öğrencileri eşleştirmeyi ve aralarındaki ilişkilere göre gruplandırmayı tercih etmiştir. Bu stratejilerin daha önce yapılan araştırmalarla uyumlu olduğu bulunmuştur. Connery (1988), öğretim elemanlarının öğrencileri hakkında dil becerileri, kişilik özellikleri veya etnik köken gibi gerekli bilgilere sahip olmaları durumunda ortak bir geçmişe sahip olanları bir araya getirebileceklerini bulmuştur. Ayrıca, katılımcıların çevrimiçi eğitim sırasında uyguladıkları stratejilerinin sonuçları geleneksel eğitim tercihleriyle tutarlıdır.

Dördüncü alt tema katılımcıların kalıp yargılara meydan okuma ve duyarsız ifadelere yanıt verme stratejileriyle ilgilidir. Bazı öğretmenler hassas konulara ilişkin metinleri sınıfa getirmeyi tercih ederken, özellikle kendi yaşadıklarına odaklanarak kalıp yargılarla ilgili şaka yapmayı tercih eden öğretmenlerin de olduğu tespit edilmiştir. Bu tür konuları gündeme getirmek ve sınıftaki öğrencilerin kalıp yargılarına meydan okumak için kendi materyallerini hazırlayan katılımcılar da mevcuttu. Katılımcılar, stereotiplerin yanı sıra, sınıfta duyarsız ifadeleri ele alma konusunda farklı stratejilerini de sıraladılar. Bunlardan bazıları öğrencileri uyarmak, konuşmaya başka bakış açıları ekleyerek öğrencilerin yorumlarını etkisiz hale getirmek ve yapıcı bir şekilde tepki vermek. Ancak bu stratejiler genel odaklı olduğundan herhangi bir duyarsız yoruma tepki olarak kullanılabilir.

Literatür göz önüne alındığında, çok sayıda araştırmada her bir duyarsız yorum türünü ele almanın farklı yollarının olduğu görülebilir. Bu nedenle, öğretmenler,

öğrencilerin sahip olabileceği olası stereotiplere meydan okumak için geçerli stratejiler önermelerine rağmen, literatürde önerilen stratejilerden haberdar olup olmadıkları net değildi. Ancak bu, çeşitlilik ve kapsayıcılık kavramlarına ilişkin eğitim eksikliğine bağlanabilir.

Dördüncüsü, katılımcılar farklı profillere hitap etme ve kapsayıcı olma konusunda oldukça olumlu olmalarına rağmen, bazı zorluklarla karşılaştıklarını da ifade etmişlerdir. Bu zorluklardan ilki, öğrencilerin davranışları ve ihtiyaçları ile ilgili zorluklardır. İkincisi ise standartlaştırılmış testlere ve derslere devam zorunluluğuna çok fazla önem vermek ve kısa olan kurslarda öğrencilerini tanıyamamak gibi kurumla alakalı zorluklardır. Kim ve Lee (2012)'nin önerdiği gibi, öğrencilerin test puanlarına ek olarak, geçmişleri de başarıları için önemlidir. Katılımcılar ayrıca pandemi sürecinde öğrencilerin davranışları ve katılımıyla ilgili zorluklar yaşadılar. Ayrıca grup dinamiklerini etkileyen çeşitli öğrenci profilleri gibi başka zorluklarla da karşı karşıya kaldılar. Anlatılarından, öğretmenlerin derslerinde farklı profillere yer verme konusunda istekli oldukları; ancak karşılaştıkları zorluklar nedeniyle bunu başaramadıklarını düşündükleri görülmüştür.

Katılımcılardan hiçbirinin eğitimde öğrenci çeşitliliği veya kapsayıcı eğitim odaklı eğitim almadığı tespit edildi. Ancak neredeyse hepsi böyle bir eğitimi önemli gördüklerini belirtmişlerdir. Öte yandan bazıları böyle bir eğitim almanın pratikliği konusunda emin olmadıklarını belirtti çünkü öğretmenler için fazladan bir iş yükü oluşturacağını ve böyle bir eğitim sırasında kendilerini daha da yorgun hissedeceklerini düşündüklerini belirttiler. Öte yandan, katılımcılar olası bir eğitim programı için cinsiyetten bağımsız zamirlerin veya farklı kültürlerin öğretim materyallerine dahil edilmesi gibi bazı olası fikirler önerdiler. Cinsiyet ayrımı gözetmeyen zamirlerin dahil edilmesi literatürdeki birçok bilim insanı tarafından da önerilmiştir. Örneğin Darr ve Kibbey (2016), kuir öğrencilerin koruma altına alınabilmesi için üniversitelerde cinsiyet ayrımı gözetmeyen zamirlere yer verilmesinin önemli olduğunu öne sürmektedir.

Bulgular ışığında ve mevcut literatüre dayanarak, uygulamaya dair şu çıkarımlar önerilmektedir: Öğretmenlerin öğrenci çeşitliliği ve kapsayıcılık konusunda farkındalıklarını artırmak için eğitimler veya kurslar verilmelidir. Böyle bir

eğitimde öğretmenlere, her birinde ne yapılması gerektiği konusunda fikir alışverişinde bulunmalarının istenebileceği durum ve senaryolar sunulabilir. Öğretmenlerin eğitimde öğrenci çeşitliliği ve kapsayıcı eğitime yönelik tutumunu etkileyen bir diğer faktör de kurumun sınav ve devam zorunluluğuna verdiği önemdir. Öğretmenlerin belirli bir zaman diliminde belirli amaçları gerçekleştirmeleri istendiğinde, bu onların nelere önem verdiklerini etkiler. Bu öğretmenlerden tam olarak kapsayıcı olmaları veya sınıflarındaki tüm farklı profillere hitap etmeleri beklenemez. Ayrıca, böyle bir bağlamda öğrencilerin asıl odak noktası sadece sınavlar olduğu için, hassas konular hakkında konuşmayı umursamayabilir veya kişisel herhangi bir şeyi paylaşmaktan kaçınabilirler ve bu, sınıf atmosferini olumsuz etkileyebilir. Öğretmen uygulamalarına ilişkin bir diğer öneri de bu şartlar altında imkansız gibi görünse de öğretmen başına düşen öğrenci sayısı azaltılırsa, öğretmenler bu hususlara daha çok dikkat edebilecektir. Buna ek olarak ders saatleri azaltılarak öğrencilerin öğretmenleriyle bireysel görüşme motivasyonları artırılabilir. Önerilebilecek bir başka pratik sonuç da materyal hazırlama sürecine çeşitli profilleri dahil etmenin olası ve ulaşılabilir yollarını bulmaktır. Ancak bu kurumda görev yapan tüm öğretim elemanlarının materyal hazırlama konusunda herhangi bir eğitimleri olmasa bile materyal hazırlamaları beklendiğinden, hepsine böyle bir eğitim verilmesi daha akıllıca olacaktır. Materyal hazırlama biriminin bulunduğu diğer kurumlarda bu eğitim o kişilere özel olarak verilebilir. Buna ek olarak, materyal hazırlığı da çeşitli profillerin dahil olduğu bir sürece dönüştürülebilir. Orta-üstü veya fakülte öncesi (diğer kurumlarda ileri seviye olarak adlandırılır) olan öğrenciler, bu tür materyalleri hazırlamak açısından yardımcı olabilirler. Buna ilaveten, öğretmenleri tarafından hazırlanan materyallere geri bildirimleri de dahil edilirlerse daha iyi sonuç alınabilir. Bu materyaller, öğrencilerin arkadaşlarının gerçek yaşam deneyimleri olduğu konusunda bilgilendirilerek (isim paylaşmadan) sınıflarda uygulandığında daha fazla ilgi ve saygı uyandırabilir. Bu deneyim bir okul kültürüne dönüşürse, öğrencilerin sosyal çevresi üzerinde bile etkileri olabilir. Son olarak, İngilizce ders kitaplarının çoğunlukla Amerikan veya İngiliz kültürünü içerdiği görülmektedir. Eğitimde öğrenci çeşitliliği ve kapsayıcı eğitim dil öğretiminde sadece popüler kültürü öğretmekle kalmayıp, aynı zamanda öğrencilerin kendi kültürleri hakkında konuşmak için İngilizce'yi kullanmalarını da gerektirir. Bu nedenle, öğrencilerin

İngilizce’yi kullanarak kendilerini ifade etme ve kültürel veya etnik kökenleri hakkında konuşma yollarına aşina olmaları önerilir. Ayrıca diğer kültürler tarafından klişeleşmiş inançlara maruz kalan kültürleri öğrencilerin daha fazla klişeleştirmelerini önlemek için bunlar da materyallere dahil edilmelidir. Buna ek olarak, Türkiye'deki çoğu öğretmenin sınıfta tek bir kültür olduğunu, varsaydığını belirtmek gerekir. Ancak azınlık gruplarını ve göçmenleri de farklı profiller olarak görmeli ve bunları mümkün olduğunca öğretimlerine dahil etmelidirler. Bu, her öğrencinin kendini değerli hissedebileceği daha iyi bir öğrenme ortamına yol açabilir.

Bu tez bazı sınırlamalara referans vererek gelecek çalışmalar için öneriler içermektedir. Bu çalışma konuya dair kapsamlı bir bilgi edinmek için bir vakıf üniversitesi İngilizce hazırlık programında çalışan beş öğretim görevlisiyle yapılmıştır. Ancak, gelecekteki çalışmalarda bu sayı artırılabileceği gibi, çalışma alanı da değiştirebilir. Gerek görülürse vakıf ve devlet üniversitelerinde çalışan öğretim görevlileriyle yapılabilir. Bu daha fazla veri sağlayabileceği gibi çalışmanın derinliğini de etkileyebilir. Tecrübe edinilen ikinci sınırlama veri toplama sürecinin iki yıl sürmüş olmasıdır. Ancak bunun nedeni, çalışmanın boylamsal bir çalışma olması değildi. Görüşmeler arasındaki iki yıllık ara, pandemi ve araştırmacının geçirdiği trafik kazası nedeniyle ortaya çıktı. Ancak boylamsal araştırma yapma fikri faydalı olabilir. Böyle bir çalışma için, araştırmacı, öğretmenlerin farklı profillere hitap etme veya kapsayıcı olma hakkında zaten bildikleriyle başlayabilir ve daha sonra böyle bir eğitimin herhangi bir fark yaratıp yaratmadığını gözlemlemek için onlara belirli miktarda bilgi veya eğitim sağlayabilir. Bunlara ek olarak, bu çalışmada pandemiden dolayı sınıf ortamında yapılması planlanan ders gözlemleri çevrimiçi ortamda yapılmıştır. Bu nedenle, gelecek çalışmalarda geleneksel eğitimde ders gözlemleri yapmak öğretmenlerin bu konseptlere ilişkin öğretim uygulamalarına dair daha detaylı bilgi verebilir.

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YAZARIN / AUTHOR

Soyadı / Surname : MORAN
Adı / Name : Meltem Deniz
Bölümü / Department : İngiliz Dili Öğretimi

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