PRE-SERVICE EFL TEACHERS’ VIEWS ON INCLUSIVE EDUCATION IN ELT: A COMPARATIVE STUDY OF KAZAKH AND TURKISH CONTEXTS

Aizat ZHALELKANOVA

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Bu çalışma, Yabancı Diller Eğitimi Anabilim Bilim Dalı’nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü, tez yazım kurallarına uygun olarak hazırladığım bu tez çalışmasıda: tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettigimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanmasında durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulundugum eserlerin tümünü kaynak olarak gösterdigimi; kullanılan verilerde herhangi bir tahrifat yaptığımı; bu tezin herhangi bir bölümunu bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

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ABSTRACT

Pre-service EFL Teachers’ Views on Inclusive Education in ELT: a Comparative Study of Kazakh and Turkish Contexts

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In this study, the main aim was to investigate Kazakh and Turkish pre-service EFL (English as a Foreign Language) teachers’ views on inclusive education. As four language skills are taught in the curriculum, the researcher aimed to find Kazakh and Turkish pre-service EFL teachers' views on the difficulty level of English language skills in the process of teaching in inclusive settings. The participants of the study were 200 Kazak and 200 Turkish pre-service EFL teacher on the third and fourth academic year. As a mixed-method research design was adopted, the data were collected through a questionnaire and an oral interview. Quantitative data and qualitative data were collected and analyzed separately, then they were related and interpreted. To collect quantitative data a 3-point Likert scale type TAIS (Teachers’ Attitudes towards Inclusive Education Scale) questionnaire which was developed by Lambe and Bones (2006) with 27 items was applied. To collect qualitative data, randomly chosen seven participants were interviewed with the four oral interview questions which were adapted from the study of Shifere Bishaw (2013). The quantitative results obtained from SPSS 23 software program and the qualitative results based on content analysis were found to be consistent and supported each other. According to the findings of the study, all the evidence suggests a positive view on teaching students with SEN (Special Educational Need) in an inclusive EFL classroom. The results of comparing Kazakh and Turkish pre-service EFL teacher indicated that they had small differences. However Kazakh participants had a more positive view on teaching in inclusive settings. They adequately assessed the difficulties of working in inclusive education and their level of readiness to overcome them. The pre-service teachers also believed that the creativity of EFL teacher can achieve and make progress in all learning process of each student.

Keywords: inclusive education, teaching special education, students with SEN, pre-service teacher attitudes, personal beliefs, concerns.
ÖZET

Hizmet Öncesi Yabancı Dil Olarak İngilizce Öğretmenin ELT’de Kapsayıcı Eğitim Üzerine Bakışı: Kazak ve Türk Bağlantıları Karşılaştırması

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Haziran 2019, 100 sayfa


Anahtar Sözcükler: kapsayıcı eğitim, özel eğitim öğretmeni, özel eğitim gereksinimi olan öğrencilere, öğretmen adayları, kişisel inançlar, kaygı.
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<table>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CIES</td>
<td>Scale and Concerns about Inclusive Education Scale</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>IPD</td>
<td>Interaction with Persons with a Disability</td>
</tr>
<tr>
<td>OSCE</td>
<td>Organization for Security and Co-operation in Europe</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Educational Need</td>
</tr>
<tr>
<td>SSRS</td>
<td>Social Skills Rating System</td>
</tr>
<tr>
<td>SSS</td>
<td>Social Skills Scale</td>
</tr>
<tr>
<td>TAIS</td>
<td>Teachers' Attitudes towards Inclusive Education Scale</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children's Emergency Fund</td>
</tr>
<tr>
<td>VIS</td>
<td>Visually Impaired Students</td>
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<td>WRA</td>
<td>World Program of Action</td>
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CHAPTER I
INTRODUCTION

This chapter contains six sections: background of the study, purpose of the study, research questions, significance of the study, assumptions, and limitations. First, the background which is the starting point of this study will be explained. Next, the purpose of the study will be presented. Then research questions will be listed. Significance of the study will be emphasized afterwards. Then, assumptions and limitations will be specified.

1.1. Background to the Study

Education performs the two most important modern functions of personal development: its spiritual, moral, artistic, cultural development and its socialization, and the economic function of reproduction of skilled labor for the social production (Akhmetova, 2014). The intensification of the process of acquiring knowledge, the quality requirements and the individualization of the process of receiving education by various categories of students necessitate the development and implementation of a wide range of educational programs that allow everyone who wants to get exactly the education in the time and place that seems to be the most acceptable, regardless of gender, age, social background and abilities. Thus, the main and most urgent direction of the education system reform is called ‘inclusive education’, which serves as the only internationally recognized tool for the realization of the right of everyone to education. UNESCO (2005) defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education” (p.13).

In 2006, in article 67 of Special Education Services Regulation of Turkey realized that special education applications based on the principle of maintaining the education of individuals in need of special education with their non-deficient peers in formal and special pre-school, primary education, secondary education and non-formal education institutions based on the principle of ‘inclusive education’ (Esmer, et al., 2017). The order of the Minister of Education and Science of the Republic of Kazakhstan of 2015 was approved on the approaches to the development of inclusive education in the Republic of Kazakhstan.

Nowadays, teaching English to students with SEN (Special Educational Need) is one of the areas of language pedagogy that constantly requires more attention from teachers (Pokrivčákova, 2018). Additionally, Davies (2004) points out that the implementation of a successful process of inclusion in the English classrooms will be
effective “if teachers are able to respond to a wider range of needs and this could be achieved through greater differentiation of tasks and materials, that is, school-based intervention” (p.226), (as cited in Shifere Bishaw, 2012). While forming all skills in an English language class with the right organization of the learning process, students with SEN have the opportunity to feel full membership of the community. Saleh Kiyawa (2015) suggests that “the English language curriculum should be supported or adapted to dislodge barriers to inclusive language in terms of vocabulary, teaching methods, and evaluation practice” (p.5).

Additionally, the effectiveness of the implementation of an inclusive approach in the educational system depends primarily on the training of qualified teachers who are aware of the social significance of their profession, highly motivated to carry out professional activities, knowing the age and psychological characteristics of students with different pathologies of development, being able to realize meaningful pedagogical interaction between all the actors of education environment (Ketrish, 2018). The English language teacher is assigned one of the leading roles in the implementation of an inclusive approach in education since foreign language classes are important for the social adaptation of persons with SEN and encouraging them to establish contacts with the outside world (Moskvina, 2016).

However, as practice shows, the teacher, whose work is initially connected with ordinary students in a general education school and who found himself in an integrated learning environment, does not have knowledge about the specifics of teaching students with SEN and does not possess special pedagogical skills (Timothy, Obiekezie, Chukwurah & Odigwe, 2014). In addition, the formation of professional qualities of the teacher in the educational process of the university is one of the conditions for successful future professional activity in inclusive education. Mat Rabi at al. (2018) emphasizes that:

“Before being attached in the inclusive program, they must acquire knowledge about characteristics of students with special needs, special education and inclusive education policies, teaching techniques, and inclusive education model. In encouraging pre-service teachers’ readiness for inclusion, it is reasonable to offer inclusive education course at the university level. It is recommended that the inclusive education course must be taken by pre-service teachers to teach in inclusive program effectively and successfully” (p.209).

It is apparent that English as a foreign language (EFL) pre-service teachers should have the professional qualities necessary for successful pedagogical activity in inclusive education.
1.2. The Aim of the Study

Due to the fact that the concept of inclusive education has become widespread, those students who were previously transferred to the provision of specialized schools can now be included in the general educational flow. However, the problem of the lack of necessary knowledge and skills of teachers working in an inclusive environment is often discussed (Pronina, 2014). Sharma et al. (2006) state that “pre-service teacher training must consider the attitudes, beliefs, and concerns of teachers in training and ensure that their courses provide the most appropriate preparation to better enable them to be prepared for inclusive education” (p. 90).

In an EFL context, there are several problems associated with the widespread introduction of inclusion not only in the process of teaching the English language but also in the educational process as a whole. To avoid these problems, the present study focuses on pre-service EFL teachers. There are two primary aims of this study. The first objective of this study is to investigate Kazakh and Turkish pre-service EFL teachers’ views on inclusive education. Secondly, the researcher aimed to find Kazakh and Turkish pre-service EFL teachers’ views on the difficulty level of English language skills in the process of teaching in inclusive settings.

1.3. Research Questions

This research seeks to address the following questions:

1. What are the attitudes and personal beliefs of Kazakh and Turkish pre-service EFL teachers towards inclusive education?

2. Is there any significant difference in attitudes and personal beliefs towards inclusive education between Kazakh and Turkish pre-service EFL teachers?

3. What are the concerns and anxieties of Kazakh and Turkish pre-service EFL teachers about teaching within an inclusive educational classroom?

4. Is there any significant difference in concerns and anxieties about teaching within an inclusive education classroom between Kazakh and Turkish pre-service EFL teachers?

5. What are Kazakh and Turkish pre-service EFL teachers’ views on the difficulty level of English language skills in the process of teaching in inclusive classrooms?

1.4. Significance of the Study

In recent years, there has been an increasing interest in inclusive education which
is considered as one of the strategic objectives of the development of the education system (Ketrish, 2018). Education is seen as a tool for the development of knowledge, tolerance, and understanding of people, it is intended to prepare the young generation for awareness and readiness to face the realities of the controversial world in the process of globalization. In this context, along with teachers, significant duties are assigned to schools in the formation of the personality of students. Therefore, the role of the teacher in society is vital for improvement. For the successful implementation of inclusive education and training, knowledge about the characteristics of students with SEN, their skills and abilities are necessary. Therefore, preparing a future teacher to work with students with SEN is becoming one of the important tasks of pedagogical universities and teacher education in general. Sharma et al. (2014) state that “appropriate training not only influences participants’ attitudes positively, but it also builds up their teaching efficacy beliefs” (p. 6).

In a foreign language teaching context such as English where students, especially SEN students, do not have access to use the target language out of class (Suntsova, 2017), it is important for those who teach students with SEN to know about the nature, impact, and accommodation of learning limitations. The practice of inclusion could be effective if teachers are aware of these. In this case, English language students with SEN, who need special support from teachers, will be disadvantaged by lacking trained and experienced teachers to address their learning difficulties. It is believed that it is beneficial not only students with SEN, but also pre-service teachers by making them aware of the nature of SEN students’ needs and of the ways to meet these in the context of teaching the English language. The present research was conducted to fill the gap in this widely ignored area and make the problem visible in the field of language instruction to the disabled in an inclusive educational setting.

Many research studies conducted on inclusive education. There were several numbers of researchers who investigated teachers’ attitudes towards inclusive education in EFL classrooms (Timothy, Obiekezie, Chukwurah & Odigwe, 2014; Prošić-Santovac, 2017; Rezai, Jabbari &Ahmadi, 2018). In their studies were shown that teachers and materials are limited in this field of education, however, it showed that teachers do not refuse to integrate it at general schools. Additionally, a lot of researchers investigated pre-service teachers’ attitudes towards inclusive education (McNamee, 2016; Hamad Alnahdi & Saloviita, 2019; Sharma, Shaukat & Furlonger, 2016; Sharma, Forlin, Loreman, & Earle, 2006), but there were no significant studies focusing on EFL pre-service teachers’ views on inclusive education and the difficulty level of English language skills in the
teaching process. Additionally, the researcher tended to focus on the difficulty level of English language skills in the process of teaching in inclusive settings, without giving due attention to a specific disability. In this case, successful solutions can be found as a unique set of challenges in handling SEN students. This study provides an important opportunity to advance the understanding of EFL pre-service teachers’ views on teaching in an inclusive education setting.

All this are important in teaching English to SEN students in inclusive settings. A student with SEN can succeed in inclusive school if given the right support and accommodations. This means they can also learn properly if their teachers are enough qualified and have appropriate knowledge in this field of education. Additionally, if their problems are found and these problems are solved.

1.5. The Assumptions and Limitations of the Study

The study aimed to find out pre-service EFL teachers’ views on inclusive education in ELT in Kazakh and Turkish context. The participants were given a questionnaire searching their views on inclusive education. Therefore, using the 27 item-3-point Likert scale type questionnaire was assumed to be sufficient in collecting data about the pre-service EFL teachers’ views on inclusive education. It was assumed that the participants were sincere while answering in the oral interview parts of data collection. In terms of data analysis, SPSS 23 Descriptive Analysis software program was assumed to be appropriate.

There are also limitations in the current study. This study is limited to one university of Turkey and two universities of Kazakhstan. The number of institutions was not enough to make clear generalizations beyond the context of this study.

Additionally, the data tools were adapted from other studies. However, the present research did not measure of interrater reliability, which could demonstrate the same rating scale with a similar sample of subjects on two similar occasions.
CHAPTER II

REVIEW OF LITERATURE

This chapter explains the general meaning and history of inclusive education, the importance, and advantages of inclusive education in an EFL classroom. Moreover, research on the challenges of inclusive education in an EFL classroom setting is also highlighted. Then, the research attempted to provide information about inclusive education in the EFL classroom in two different countries. In addition to this, the researcher integrated studies on how inclusive education in an EFL context develops students’ language skills.

2.1. Inclusive Education

2.1.1. Definition of Inclusive Education

Nowadays, co-education with disabled students, students with a different language, racial and other peculiarities and students without special educational needs play an important role in the field of education. Students’ interaction with the outside world and preparation for adult life was engaged in special pedagogy. This kind of education has been named as inclusive education. Many scholars attempt to explain the meaning of ‘inclusive education’. Italian Development Cooperation report (2015) states that the term “inclusione” comes from the English term “inclusion”, which means to welcome all individuals to the teaching process. In this report, it is mentioned that integration and respect of someone’s rights play an important role in the classroom. According to the Italian Development Cooperation report (2015), inclusive education suggests:

- To give equal value both to pupils and teachers;
- To increase pupils’ participation – and to decrease their exclusion – as for cultures, curriculums, and communities in the territory;
- To promote change in the cultures, in the educational policies and in the school practices to fit pupils’ diversities;
- To reduce obstacles to learning and to participation of all pupils, with or without special educational needs;
- To consider pupils’ differences as resources to learning rather than problems to be fixed;
- To recognize pupils’ right to be educated in their own community;
- To recognize school both on behalf of teachers and pupils;
- To emphasize the school role in community building and in promoting values, in addition to learning results;
- To promote the reciprocal support between school and community;
- To recognize that school inclusion is part of a more general social inclusion (p.10).
The development of an inclusive approach is considered by UNESCO (United Nations Educational, Scientific and Cultural Organization), the OSCE (Organization for Security and Co-operation in Europe) and other international organizations as a priority for the development of national school education systems, since the realization of the right of citizens to receive quality education and social integration is an important factor in the sustainable development of society. UNESCO states the importance of inclusive education in schools. In their *Salamanca Statement and Framework for Action on Special Needs Education* (1994) reports, they note:

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (p.7).

In the same vein, Voronov et al. (2009) in their report point out that inclusive education is a term used to describe the process of teaching students with SEN in general education schools. The basis of inclusive education is the idea of equal treatment of all people, eliminating any discrimination against students, creating special conditions for students with learning disabilities. In addition, Hall (1992, as cited in Hall, 1997) notes that inclusive education means:

Being full member of an age-appropriate class in your local school/college doing the same lessons as the others with the others, and it is mattering if you are not there. Also, you have friends who spend time with you outside school/college plus others who care for you work hard to ensure that you are fully included in the mainstream of community life and use generic services along with other citizens (p.129).

Further scholars also provided definitions of inclusive education. For example, Ainscow, Booth, and Dyson (2006) and team from twenty-five schools in England tried to explain how schools can develop more inclusive cultures, policies, and practices. They showed that inclusion might be characterized in three ways: as reducing learning problems and education for all; as developing the preference of schools to respond to the diversity of students in their local communities in a way that affects every one of the same values; as a principled approach to education and society.

In summary, the fundamental principle of inclusive education is to provide quality education for all students through meaningful access to education. The good inclusion gives a feeling of participation for both teachers and students.
2.1.2. History of Inclusive Education

Inclusive education is a worldwide movement that has become increasingly relevant in recent years. UNESCO (2005, p.13) defines inclusive education “as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education”. The evolution of the idea of inclusive education has several important milestones and significant events.

First, in the Universal Declaration of Human Rights, Article 26 (1948) mention that:

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.
- Parents have a prior right to choose the kind of education that shall be given to their children (p.7).

Second, in the International Covenant on Economic, Social and Cultural Rights (1966) recognize that:

- inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world;
- these rights derive from the inherent dignity of the human person;
- in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights;
- the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights (p.1).

Third, in the World Program of Action (WRA) concerning students with SEN (1982, as cited Strategic Action towards Inclusive Development, 2010) shows the importance of statistics and indicators for purposes of monitoring and evaluation. It indicates that the main principle of the development and indicators of statistics was to assess the full participation and equality of persons with disability. Moreover, the end of the 80s of the last centuries was marked by the adoption of international instruments that promote changes in attitudes towards students with disabilities. In 1989, the United Nations General Assembly unanimously adopted the Convention on the Rights of the Child, which to date has been signed by 193 countries (Alekhina, 2013). This was followed in 1994 by another important event. Under the UNESCO auspices in Salamanca was held (passed) The World Conference on Education for Persons with Special Needs, where the term “inclusion” was introduced into international practice and the principle of inclusive education was proclaimed. For the first time the principles of inclusive education have
been recorded at the international level in the Salamanca Declaration on Principles, Policy, and Practice in Special Needs Education (UNESCO, 1994), which declared:

- every student has the basic right to education and should be able to receive and maintain an acceptable level of knowledge;
- each student has unique characteristics, interests, abilities, and learning needs;
- it is necessary to develop educational systems and implement educational programs in such way as to consider the wide variety of these characteristics and needs;
- students with SEN should have access to education in general schools, which should create conditions for them based on pedagogical methods aimed primarily at the student, in order to meet these needs;
- general schools with such an inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and providing education for all.

The World Education Forum in Dakar in 2000 announced the elimination of the problem of excluding groups of students from education and launched Education for All (EFA) Meeting our Collective Commitments, which is based on the idea that every student should have access to basic quality education (Dreyer, 2017). This leads to the need for creativity in schools and in the system of basic education, an environment that allows students to acquire knowledge and promotes it. Such an environment should be inclusive to students, efficient and friendly, healthy and safe. Creating a friendly learning environment for students is an important part of the aspirations of the different countries of the world to increase access and improve the quality of schools. Finally, on December 13, 2006, the United Nations General Assembly approved the Convention on the Rights of Persons with Disabilities. Each article of the Convention aims to protect against discrimination and to include persons with disabilities in society (Schulze, 2009). Article 24 directly relates to the right of persons with disabilities to education to ensuring this right through inclusive education at all levels. The Millennium Development Goals on Education offer the most comprehensive and modern approach, designed to provide education for all by 2015 (Ratner & Sigal, 2012). The fundamental principles of the concept of inclusive education are the recognition of the exceptional value and uniqueness of each person, regardless of their physical condition, and the focus on creating special conditions for children with disabilities, ensuring their successful socialization.
2.2. Inclusive Education in an EFL Classroom

2.2.1. The Importance of Implementing Inclusive Education in an EFL Classroom

Nowadays, the main and most urgent direction of the education system reform is inclusive education, which acts as the only internationally recognized tool for the realization of the right of every student to education. Accordingly, inclusive education improves the quality of education, and socialization of all students, changing the system itself, and accepts a student at the level of the whole school. The training system with this approach adapts to the student himself. In this regard, it is necessary to create conditions for the implementation of inclusive education in general education schools, considering the characteristics of each of the academic disciplines taught, including English as a foreign language as one of the subjects that is the most difficult to learn (Chesnokova, 2017).

In the research paper of Padurean (2014), it was demonstrated that students with a SEN can learn English as a foreign language in a Romanian mainstream school. At the beginning of the study, the participants were 10 English teachers, 90 parents, 90 students without SEN and 10 students with SEN of 6th grade. All participants were interviewed by questionnaire, where most of them answered that inclusive education is not beneficial for anyone. Parents believed that this method was a waste of time for students without SEN. However, students with SEN showed their positive motivation to learn the language and to communicate with their peers in the classroom. Knowledge of any foreign language even at the elementary level helps such students to socialize, to become more independent, not to have difficulties in communicating with their peers. Thus, the main task of inclusive education is the socialization of students with SEN. As the next step of this study researcher used 20 students without and 5 students with SEN to achieve the goal of this experiment. Results of the study tended to show that all students have a positive attitude towards English, which means that students with SEN can be taught a foreign language in a mainstream school.

Furthermore, Agunloye and Smith (2015) showed the effectiveness of inclusive education in a secondary school in the USA. The quantitative research study was conducted for two years period for 5th-grade students in English language classes. The experience concluded that both students with and without SEN are equal in performance English. All this has a positive effect on the learning process of these students, and they do not have the feeling that their efforts are in vain. Also, Schmatz (2008) aimed to investigate whether learning a foreign language improves students’ classroom motivation.
Students from 7th and 8th grade at Benjamin Franklin Middle School in Kenmore, New York participated in this study. Classroom observation and a short questionnaire were used as data collection tools. Findings of this study indicated that students with SEN can be motivated by their teachers to learn a foreign language and the main tool is the relationship between teacher and student.

According to the work of some teachers, in the stage of implementing inclusive education, Chesnokova (2017) recommends in English language classes to:

- form lexical skills, which ensure the memorization of new words and expressions and their use in speech;

- use information and communication technologies, which allows a ‘special’ student to enjoy learning English;

- use health-saving technologies, an adapted program considering the peculiarities of the psychophysical development and capabilities of such students, illustrative and audio materials, interactive elementary tasks on CD;

- create situations of success is simply necessary for every lesson so that a student with SEN feels the joy of a small but well-done task.

The example of the implementation of inclusive education in foreign language teaching in mainstream schools is the teaching of visually impaired students (VIS) in the framework of general education programs. However, teachers who are working with such students may note that there are no appropriate materials for teaching English at school or they are completely unavailable. Therefore, the British Council (2012) and the Australian Charity for Children of Vietnam organized the club of English in which VIS of Hanoi, Vietnam could participate. The authors of this club pointed out students’ high motivation towards learning and their enthusiasm for reading. Learning English by listening is a rather difficult task, but mastering a foreign language expands the educational opportunities of such students, allowing them to become part of the global educational environment and feel socially adapted in society. Other examples around the world were shown in this report that students with SEN can achieve the appropriate level of English in the mainstream classroom. Furthermore, teacher speech and educational philosophies in inclusive classrooms were studied by Cawthon (2001). Participants were the students from two classrooms and teachers with deaf and hard-of-hearing students. The instruments used in this research were classroom observation and teacher interview. They also focused their attention on deaf culture and smaller class sizes to relate with students and rely on individual interaction, also advocacy and an openness to diversity in their classroom.
Teacher highlighted that “[t]he kids don’t fit into the curriculum, the curriculum fits into the kids” (p. 220). Also, the second teacher, who was an interpreter is an important element in this classroom. The main point was that the interpreter was fluent in sign language. They focused on translating teacher speech, mediating communication between deaf students and their peers, and monitoring overall classroom behavior and voicing student sign language. At the end of the study, the author highlighted that “[i]nclusive philosophies may influence the teacher’s approach to all students, thus influencing the optimum size of the class, curriculum choices, and assessment accommodations” (p223).

To sum up some examples of teaching English as a foreign language to students with SEN in mainstream schools, it can be pointed out that all schools need to implement new methods to improve the basic skills of students and motivate them to learn.

2.2.2. Benefits of Inclusive Education in an EFL Classroom

The main benefit of inclusive education is the creation of a flexible educational environment that satisfies each student and meets the individual intellectual, physical and mental needs. Many researchers identified positive results of inclusive education in the classroom (Rezai, Jabbari, & Ahmadi, 2018; Ngonyani, 2010; Honigsfeld & Dove, 2008; Vaughn, Schumm, & Arguelles, 1997; etc.).

Regarding the benefits of inclusive education in Rezai at al. (2018) study, 254 Iranian EFL teachers were surveyed, and these teachers showed that students communicate effectively. This leads to the fact that friendships between students with and without SEN in inclusive classes are quite strong and lasting. This friendship helps them better relate to diversity. Students feel more comfortable and are not afraid to communicate with people who are different from them. In addition, it adds them to the social network where teachers give a chance to students to assign tasks and share responsibilities by themselves to assist students with SEN in learning. Furthermore, in this study, teachers believed that inclusive education in their classes helps to increase motivation and academic achievements of students without SEN. As an example, one teacher’s answer can make a clear understanding of it: “When recording the texts for their blind peers, my students' reading skills and speech intonation significantly improved over a semester. I think his inclusion was not without benefits” (p. 280). Those who, together with such students, receive education and do not belong to the category of students without SEN, learn mercy, tolerance, diversity, understanding of needs and opportunities, learn to overcome
selfishness, and form a positive attitude towards the world. Also, teachers can see their students changes and “EFL teachers may find themselves effective in changing one person’s life positively and bringing him hope” (p.281).

The creativeness of the teacher in the classroom is another benefit in this field (Ngonyani, 2010). In Lipatova’s (2007) research paper, Russian students were assigned to practice English language vocabulary and grammatical material on a topic through games, clusters, post-crossing, and music. These methods were found as a powerful and engaging way to provide language input and these classes were managed to achieve the following results:

- students better remember the material during class;
- students learn to communicate with each other;
- students’ activities are successful, which is key to a positive attitude to the learning process, and success in creativity. This result inspires students and forms a positive attitude to the subject;
- creative work and visual material performed by the student during the class have a positive effect on the development of brain functions, mental activity, and long-term memory of both students with and without SEN.

Regarding the above-mentioned results, the role of general education teachers and special education teachers are important in this process because they bring their own experience and knowledge so that every student can learn with the greatest benefit. Effective collaboration of their work brings out the strengths of each student in the classroom. Co-teaching is “an instructional approach in which a general and special educator share responsibility for planning, delivering, and evaluating instruction for a mixed group of students, some of whom have special needs” (Cook, 1993; Friend, 1995; as cited in Arguelles, 2000). Honigsfeld and Dove (2008), in their report, showed the collaboration between English and mainstream teachers. They adapted Vaughn’s et al. (1997) five evidence-based models to highlight the ways which are useful in the English language classroom. One such model is showed as, One Teach, where one teacher is responsible for educating all learners while the second contributes additional support to those who need it. In Station Teaching model, students are divided into three different groups and each group works with one of the two teachers. All students can benefit from this example by getting a small group teaching. Parallel Teaching is another model, where teachers can get benefits by sharing ideas. Teachers should plan lessons together before dividing students into two groups and teach the same lesson in these two groups.
**Alternative Teaching** is another model. One teacher is responsible for teaching, and the second one is responsible for pre-teaching and re-teaching to students who need help. The last model is **Team Teaching**, two teachers provide instruction, and both teachers work together and conduct the same lesson at the same time. The result of implementing these models give benefits to the students and teachers. Teaching in a small group gives a chance to control tasks easier, and all students can participate when the students’ average rating is low. Also, it provides that all the students can gain access to the general curriculum. Similarly, teachers can save their time and make a better plan for the classes while working with other teachers.

Additionally, another research work was investigated in order to show the benefits of inclusive education. Casale-Giannola (2012) in her qualitative study used observation, consultation, and surveys as an instrument to compare the strengths of inclusive education in academic classrooms and vocational classrooms. 55 participants participated in the study. The findings indicated the strengths of inclusive secondary school as:

- Meaningful teacher-student relationship and rapport. Students performed well when teachers developed a respectful and positive rapport with them. When teachers shared genuine concern, interest, and respect for students, it had a positive impact on student learning.
- Real-life connections to lesson content and intriguing discussion. Teachers typically used lecture and discussion as instructional methods in the academic inclusive classroom. When topics of discussion related to student experience and intrigue, students participated and performed well.
- Motivating students through active-learning and multi-learning modalities. Although many of the lessons were lecture and discussion, sometimes teachers were able to accommodate student learning preferences through auditory, visual, and kinesthetic approaches to learning. They used YouTube, books on tape, and hands-on activities to support lesson objectives and student learning preferences.
- Good collaboration between co-teachers. Open communication and respect for teachers and students were examples of good collaboration. Classroom instruction was better when teachers had good collaboration and worked to collectively support students (p.31).

In view of all that has been mentioned so far, one may suppose that this model of learning is the main tool contributing to the optimization of the correctional and developmental direction in working with students with SEN in English classes. Inclusive education provides these students with the opportunity to master their English language skills, which in turn will give a chance to socialize in modern society, reduce the number of socially unadapted students and who have dropped out of the educational structure.

**2.2.3. The Challenges of Inclusive Education in the EFL Classroom**

The benefits of inclusive education are a lot. However, teachers and students can face with challenges. There are several research studies which showed challenges of inclusive education in the English classroom. According to Rezai et al. (2018), one of the challenges is a lack of social skills. Students with SEN in general classroom cannot communicate with
other students easily because of the lack of enthusiasm expressed by both sides. Both students without and with SEN do not show their interests to communicate. Also, another challenge, as mentioned in this study is that inclusive classes are stressful and make students with SEN stressed-out. In the vein, Di Fino and Lombardino (2014) highlighted a high level of anxiety in students with SEN in the foreign language classroom. Due to the stress and anxiety in the classroom, these students do not show their interests in classroom activities (Moreno & Rodriguez). Due to all these factors, the teacher does not know how to handle and solve these problems.

To explain other challenges of inclusive education, Keller-Allen (2006) conducted a study with representatives by each state director of special education in seven states of the USA. These states mentioned several challenges provided by English students with SEN:

- Despite several reported activities, there is a need for deeper and more sustainable communication and collaboration between the fields of special education and ELLs at the state and local levels leading to a cohesive effort to address the needs of this subpopulation rather than independent projects or efforts.
- States with large numbers of ELLs face the challenge of addressing their needs on a greater scale.
- Cultural and environmental factors may pose challenges for schools attempting to involve parents in the special education process.
- There is a lack of adequate training in second language acquisition, cultural sensitivity, ESL instruction, and bilingual education, and pre-referral interventions in both special and general education.
- There is a lack of educational diagnosticians or school psychologists and speech pathologists who are bilingual and/or trained in multicultural and multilingual assessment strategies.
- There is a lack of resources and materials for assessment and interventions in second languages.
- Lack of appropriately normed and technically sound cognitive and academic assessments in languages other than English is a significant barrier to appropriate identification (p.8).

Similarly, the lack of resources was mentioned in Johnstone and Chapman (2009) research study. They mentioned that “teachers perceived the resources they had available to them to be inadequate” (p.140). Additionally, as another main challenge of inclusive education, researchers point out - financing. Although the responsibility for providing education to students is the responsibility of the government, in many situations “most of their extra basic budget came from parents of students with disabilities”. For example, in Thailand, most school leaders point out that government funding for schools was far from being sufficient to properly educate all students.

Moreover, Shaddock et al. (2007) point out that in some inclusive schools’ teachers report that they are concerned about administrative and additional documentation, lack of time for communication with colleagues and inadequate support for appropriate courses.
For example, as some researchers find that “the most frequently reported concerns of teachers are their lack of time and the demands on instructional time” (Forlin, 2001; Westwood, 2003, as cited in Shaddock et al, 2007). In addition, some teachers are also concerned about student behavior and the impact of their SEN, affecting the learning of other students. They also report their needs for coordination and additional teaching assistants. Accordingly, most of the teachers have reported that they do not have time, training, experience, personal resources and access to professional development where they can feel confident about teaching students with SEN in the classroom.

As Shamshurova and Minina (2017) suggested the work with SEN students should take into account the main features of these students. For example, a student with mental retardation are characterized by increased exhaustion and, as a result, low performance, immaturity of emotions, weak will, psychopathic behavior, poor supply of general concepts, depleted vocabulary, impaired phonematic, lack of intellectual skills. In the process of teaching such children a foreign language, it is necessary, first of all, to form and develop the skills and abilities to work with text, and to pay more attention to the study of words. At the end of the lesson, students receive cards with lexical units for study in the next lesson and at home, students should only read them carefully. To memorize new lexical units, different tasks can be used: repeat the words after the speaker in the sound recording, arrange the letters in the correct order to get the word (unscramble the word), find the new words in the snake (word snake), insert the missing words into the sentence (fill in the word), snowball games. The principle of successful mastering of lexical units is the maximum repeatability of the material.

Another example of the implementation of inclusive education in teaching English in general schools is the teaching of VIS in an inclusive education classroom. A VIS or blind student, like everyone else, develops, accumulates life experience, prepares and adapts to life in accordance with his or her abilities. Bondareva (2017) article stated a special system of measures and specific didactic materials for teaching English are necessary. This set of measures includes the technical equipment of educational institutions and the development of special curricula for teachers and other students to interact with them. In addition, special programs are needed for their adaptation in a general education institution.

The students diagnosed with cerebral palsy English language lessons do not cause many difficulties (Shamshurova & Minina, 2017). Those children who have a good memory successfully learn the rules and know how to write competently. And the main
difficulty lies in the fact that the speed of working at a computer during a remote lesson is very insignificant. The patience of the teacher is very important.

In Shifere Bishaw’s (2013) study was aimed to investigate beliefs, attitudes of students and their teachers view about inclusive education in Ethiopia. The participants were visually impaired students’ and English language teachers. Mix-method study design collected the data through questionnaire and interview. The result identified such problems in an inclusive classroom: lack appropriate guidance to implement inclusive education and lack of training on SNE in general and inclusive education in particular in the context of subject areas like English, lack of adequate support from classmates.

Regarding the above-mentioned factors, Casale-Giannola (2012) in her study also found weaknesses of academic and vocational secondary schools. The first weakness is that teachers lack the necessary strategies. Teachers do not have strategies and the necessary resources to support students with SEN in the classroom. Another weakness is the lack of basic skills of students with SEN. It seems that they need additional basic skill support. The last point is the lack of communication of teachers with their students. They should learn a model of co-teaching. However, they can face many kinds of challenges in the classes. Therefore, to overcome these challenges, teachers need to know how to create a favorable environment for students and to give knowledge equally to everyone, whether it is a student with or without SEN. However, this requires joint efforts on the part of not only teachers but also school staff, parents, family members. In summary, there are many problems, but it is already good that in recent years it has been possible to ensure that students with SEN are sitting in the same class with other students.

2.3. Inclusive Education in Kazakhstan

2.3.1. Including Students with Special Educational Needs in the English Language Classroom in Kazakhstan

Although in many countries of the world almost all schools are inclusive, inclusive education takes only the first steps in Kazakhstan. According to the law of the Government of the Republic of Kazakhstan (2011) on Education and on the Rights of the Child in the Republic of Kazakhstan, the state ensures the equality of the rights of all to receive a quality education. State policy in the field of education aims at ensuring accessibility of education for all levels of the population, considering the intellectual development, psycho-physiological and individual characteristics of each person. Currently, the Republic
of Kazakhstan has developed a specific legal and regulatory framework that regulates at
the state level the necessary conditions for the inclusion of students with SEN in the
general education process, according to which appropriate conditions are created in pre-
school and school organizations that provide co-education for students with and without
SEN and impaired development. A small number of works are devoted to the issues of
inclusive education of students with SEN in the Republic of Kazakhstan (Zholtayeva,
Stambekova, Alipbayeva, & Yerzhanova, 2013; Movkebaiva, Oralkanova, &
Uaidullakyzy, 2013; Krause, 2017; etc.). However, due to the growing number of children
with SEN, the urgency of the problems of inclusive education increases.

As Zholtayeva et al (2013) stated in their report, in 2007 6.6 thousand of students
were involved in inclusive education in 241 schools in the country. Moreover, according to
the State Program for the Development of Education of the Republic of Kazakhstan for
2011–2020, it is planned to be increased by 2020 to 70% of the schools that created the
conditions for inclusive education of their total number (Jadrina, 2007).

Movkebaieva et al. (2013) presented the experience of assessing the readiness of
teachers to work with SEN students in inclusive education. The participants were 50
teachers of the primary school and 200 university students teaching specialties in Semey,
Kazakhstan. The survey was used as a data collection tool. The results showed teachers’
weak motivation to implement inclusive education. According to the survey, 71.4% of
teachers have a psychological barrier and they stated the need to learn the theory and
techniques of inclusive education. However, 28.6% of teachers noted their motivation to
implement this education.

The readiness to learn a foreign language in students with SEN is reduced, which is
caused by insufficient differentiation of perception, poverty in the sphere of images of
representations, weakness of the connection between verbal and non-verbal spheres, weak
development of cognitive processes: memory, thinking, speech. Denivarova and
Abdresheva (2015) point out that students with SEN experience certain difficulties in
learning a foreign language such as slow learning of lexical material, syntactic structures
and their active use in oral speech; difficult perception of grammatical categories and their
application, in practice; characterized by problems with the hearing of oral speech.

The inclusive education in the framework of general education poses a difficult task
for a modern teacher to ensure the creation of the most adequate conditions and full
inclusion and participation of all students in the educational process. However, an analysis
of foreign research literature has shown that the choice of effective technology for teaching
foreign languages to students with SEN in conditions of inclusive education is still debatable (Pakholkina, 2017).

In the structure of the curriculum in learning English as a foreign language at the level of the inclusive school, the main objective was to achieve the following goals: (Ministry of Education and Science of the Republic of Kazakhstan, 2013):

- development of foreign language communicative competence - speech, language, socio-cultural, compensatory, educational and cognitive;
- speech competence, the development of communication skills in the four main types of speech activities (speaking, listening, reading, writing);
- linguistic competence, mastering new language tools in accordance with the themes, areas, and situations of communication selected for general school; the development of knowledge about the linguistic phenomena of the language being studied, different ways of expressing thoughts in their native and English languages;
- sociocultural competence, introducing students to the culture, traditions, and realities of the countries of English language in the framework of the topics, areas, and situations of communication that meet the experience, interests, psychological characteristics of students of school at different stages; formation of the ability to represent own country, its culture in the context of foreign language intercultural communication;
- compensatory competence, development of skills out of the situation in the shortage of linguistic resources in the production and transmission of information;
- educational and cognitive competence, further development of general and special educational skills; acquaintance with the methods and techniques available for the student to study languages and cultures independently, including using new information technologies;
- development and upbringing of students' understanding of the importance of learning a foreign language in the modern world and the need to use it as a means of communication, cognition, self-realization and social adaptation; education of the qualities of a citizen and patriot; development of national identity, striving for mutual understanding between people from different communities, tolerant attitude to manifestations of a different culture.

Moreover, Krause (2017) also agrees that students with SEN are often limited in communication, therefore, whenever possible, it is necessary to give a lesson, which will help the student to more easily engage in communication with peers, to express his thoughts in both native and English language. From her own experience, she suggests three
stages to work in inclusive education. The first is the involvement of the student in the educational process. From the first minutes of the lesson during the speech and phonetic charging, the student begins to communicate in English. Questions such as “How are you?”, “What date is it today?”, “What's the weather like today?”, etc. require the student reflection on everyday communication and often do not cause difficulties. There is an immersion in the language environment. If a student fails to answer a particular question, answers are given with pictures instead of translation or with reference phrases. Phonetic exercises, as well as speech, helps to tune in to an English class: small rhymes, sayings, proverbs, etc. Students are much more motivated if they are provided with a short-animated video; for example, when repeating, fixing and testing days of the week, seasons and weather. At the higher level, audio and video materials help to form a visual understanding of grammatical structures. This is the second main stage of the lesson, where the presentation of a new grammatical, lexical or speech material occurs. The main problem at this stage is to keep the attention of the student and to present the new material with high quality. Due to the fact that students with SEN are characterized by various disabilities, it is necessary to present material depending on their compensatory abilities. The third stage of the lesson is an effective practice. Teachers need to develop all language skills: speaking, listening, reading and writing. Types of exercises should also be consistent with the capabilities of the student. It is especially important to create a student's success situation, while a teacher can follow a simple scheme from simple to complex. The teacher throughout the lesson provides support to the student in the form of reference schemes, cards, questions. This support decreases with time.

Additionally, the Ministry of Education and Science of the Republic of Kazakhstan (2013) listed requirements for the level of graduates of the inclusive school in English as a foreign language. As a result of learning a language student must know:

- basic values studied lexical items (words, phrases); basic methods of word formation (affixation, composition, conversion);
- basic norms of speech etiquette adopted in the country of English language;
- grammatical features (species-time forms of verbs, modal verbs, and their equivalents articles, of nouns, comparisons of degrees of adjectives and adverbs, pronouns, numerals, prepositions);
- features of the structure and intonation of various communicative types of simple and complex sentences of the English language;
- the role of foreign language proficiency in the modern world.
Other requirements to use acquired knowledge and skills in practice and everyday life: in the field of speaking skills:

- to begin to maintain and end the conversation in standard communication situations, observing the norms of speech etiquette, asking again, if necessary, clarifying;
- to ask the peer and answer own questions, to express his opinion, request, to respond to the peer’s proposal with consent or refusal, based on the topics studied and the learned lexical and grammatical material;
- to explain about yourself, your family, friends, your interests and plans, provide brief information about your country and other countries;
- make short reports, describe events, convey the main content, the main idea of what was read or heard, express your attitude to what was read or heard, briefly characterize the character;

in the field of listening skills:

- understand the main content of brief, simple, authentic functional texts (weather forecast, TV/radio programs, station announcements) and to and to provide for separate relevant information;
- understand the main content of simple authentic texts relating to different communicative types of speech (message, story), be able to determine the subject of the text, highlight the main facts in the text;

in the field of reading skills:

- read authentic texts of different genres mainly with an understanding of the main content (determine the topic, highlight the main idea, establish a logical sequence of the main facts of the text);
- read simple authentic texts of different genres with a complete and accurate understanding, using various methods of semantic processing of the text (guess, analysis, selective translation), evaluate the information received, express your opinion;
- read the text with a selective understanding of the necessary or interesting information;

in the field of writing skills:

- fill out questionnaires and forms;
- write congratulations, personal letters based on the sample (ask the addressee about his life and affairs, report the same about himself, express gratitude and request, using the formulas of speech etiquette adopted in the countries of the language.
In summary, all these examples clearly show that in the Kazakhstan Republic within the framework of the movement "Education for all" equal access of students with SEN to a full basic education. And inclusive education is one of the productive approaches towards achieving goals.

2.4. Inclusive Education in Turkey

2.4.1. Including Students with Special Educational Needs in the Language Classroom

Nowadays, the state policy in Turkey of personnel training is based on a continuous educational system, in which great attention is paid to innovative training and the introduction of pedagogical technologies in all educational institutions. The inclusive education was recognized at first in 1983 in ‘Law on Children with Special Needs’ in Turkey, considering that all students which are with and without SEN could study and taught in the same classroom (Students in Special Education, 1983). Also, Durak (2010) mentioned that:

… inclusion aims at a process-based and student-centered integration of individuals who develop capacities and achieve their full potential during the process of accessing the knowledge presented in a multiple mean rather than ensuring students’ access to an immediate knowledge which is presented by the teacher (p.152).

In addition, Gülbaşar, and Cordan (2018) reported the first inclusive school in Turkey, which is called Gökkusagi Primary School in Ankara. In 2001, only 54% of students with SEN were added to general education classrooms. This rate was 61% in 2008 and 70% in 2016 (Handicapped and Elderly Services, 2016). Recently, in 2017 the opening of the Inclusive Early Childhood Education Project for students with SEN was realized by the Ministry of Education, the European Union and UNICEF (United Nations International Children's Emergency Fund) in Turkey (Hosta, 2017). The project was implemented in 6 pilot provinces, Antalya, Bursa, Konya, Izmir, Gaziantep and Samsun for 3 years. The reason for the selection of these provinces is that the proportion of students with 3-7 years of inclusive education is the highest in these provinces. 90 schools participate in the project aiming to improve the cognitive, emotional and social development of children under the umbrella of inclusive education.

Sazak Pınar and Sucuoğlu’s (2011) research aimed to investigate which social skills were deemed critical to success in inclusive classrooms according to the Turkish general teachers, and also the teachers' expectations related to the social skills of students
with and without SEN in Bolu, Turkey. The participants were 172 elementary school teachers. The Social Skills Scale (SSS) and the Social Skills Rating System (SSRS) were used for data collection. Results revealed that none of the social skills were critical for the school success and also findings revealed that teacher views changed based on students’ characteristics and the teachers had expected higher levels of cooperation, assertion, and self-control from the students without SEN than students with SEN.

Similarly, Ozkubat and Ozdemir (Yudina, 2016) compared the social skills of five groups of students: 1) students with VIS in inclusive schools, 2) VIS, attending special schools for the blind and visually impaired, 3) students with intellectual disabilities in inclusive schools, 4) children with ID, pupils in special schools, 5) students without SEN. In total, 169 students aged from 7 to 12 took part in the study. Social skills of students were assessed by teachers according to the SSRS. The results showed significant differences between students in inclusive and special schools. Analysis of the results showed that the social skills of students with visual and intellectual disabilities are poorer than their typically developing peers. However, students of inclusive schools with visual and intellectual disabilities have a higher level of social skills than students from special schools. Studies show that despite the difficulties of the practical implementation of the principles of inclusion, including students with SEN in socially active life is changing for the better.

The English language is taught in all areas of school and university programs. At the same time, English is considered as a means of integrating education and science in various regions of the world. The importance of English as a foreign language class has begun to show growth in all schools in Turkey. At the same time, a lot of students and teachers are faced with several challenges. There is a small number of research studies about inclusive education in EFL classrooms in Turkey. For example, Oktay (2015) with 36 teachers from the department of English Teachers from the Department of Foreign languages of Abant İzzet Baysal University, Turkey and 72 senior students, conducted a study to reveal these problems. In order to address all these problems, the researcher conducted a questionnaire. Results showed that the participants identified as main problems that “the Policy on Foreign language teaching of Turkey is not good enough” (p.592) and the teaching of a foreign language is teacher-centered, and “Modern methods and techniques in foreign language teaching are not being used” (p.595).

Furthermore, Erkan et al. (2012) conducted a study to show the difficulties a Turkish dyslexic learner faces in learning English as a foreign language and then to find
the effects of positive teacher support and motivational strategies. The participant was 8th grade Turkish student with dyslexia at a public primary school in Turkey. Observation, interviews, and analysis of documents including student work, assignment sheets and exam papers over a period of six weeks were used as data collection tools. Through this study, the researcher highlighted teacher praise as a main positive tool to motivate students. Results also indicated improving literacy skills, using new technologies as PowerPoint presentations and computer games helped to increase the effectiveness of both teaching and the learning process. These classes were private classes. However, teachers can note the suggestions and implementations in their own inclusive classes.

2.5. Inclusive Education in Teaching Language to Students with Special Educational Needs

The content of the subject English in classes includes mainly educational information about four skills of the language: listening and speaking, reading and writing, which form the basis of the formation and development of skills and abilities.

Reading skill is a cognitive ability where a student can use when interacting with the written text. Working with text is the simplest and, at the same time, effective activity in the English in classes for students with SEN (Kryzhanovskaya, 2013). At the forefront of this type of activity is the formation and development of reading skills. For example, Chisamba (2014) conducted a study to find out how teachers are teaching reading comprehension in inclusive classrooms. The researcher used semi-structured classroom observations and participants’ interviews as data collection tools. The participants were four English language teachers in Malawi. Results of this study showed that teachers explain reading comprehension as understanding the text. According to the observation, reading-aloud, word drilling, reading in groups, and question and answer was the most used strategy in their classroom. In reading-aloud strategy, mostly students were reading after the teacher or after group leaders. Also, most of the students had problems with pronunciation due to the influence of their first language, and teachers tried to drill problematic words. As the strategy that novice can learn from an expert, teachers used groups for reading aloud, and also it helps to communication between students in a small setting. Additionally, the technology-based reading program called Lexia Learning (2013; as cited in Hanover Research, 2015) suggested six evidence-based strategies that have proven useful in developing basic reading and understanding among ELL groups:
- Develop decoding skills with early, explicit, and intensive instruction in phonological awareness and phonics;
- Provide increased opportunities for ELLs to develop sophisticated vocabulary knowledge including strong academic language;
- Use challenging narrative and expository texts to teach comprehension strategies;
- Promote reading fluency with a focus on vocabulary and increased exposure to print;
- Ensure that independent reading is structured and purposeful and that readers are matched with appropriate texts;
- Provide opportunities in the classroom to engage in structured, academic talk (p.19).

Furthermore, Mthethwa’s (2015) research study showed how to help the inclusive teacher to teach reading skills in KwaDukuza circuit, South Africa. 20 participants who are 10 students, 5 five School Management Team and 5 language teachers were selected. To achieve the purpose of this study, the researcher used observation and semi-structured interviews were as the two data tools. Findings indicated some of the areas of concern: reading instructions, early reading, resources, teacher training and management of the teaching reading. The capacity of teachers to give good reading instructions was the most powerful factor that determined how well students learn to read. Similarly, Jitendra and Gajria (2011) identified effective comprehension strategies that focus on accessing knowledge to increase the comprehension skills of students with SEN. According to this study,

... using graphic organizers and matrices visually characterize relationships between ideas, advance organizers that prepare students for the next lesson, story maps emphasize story grammar elements in narrative texts, outlines and study guides highlight critical information, mnemonic illustrations make the information more memorable, and computer assisted instruction provides opportunities for independent review and practice increase text comprehension and recall for students with special needs (p.2).

To help students learn to decode words, use phonics, and count out syllables, teacher can use “big books, word, and sentence boards, children's software programs, DVDs or educational television shows” and “children need many opportunities to learn to read, and no matter how soon or late they become readers, whole new worlds can open up for them” (p.136) (Abdallah, 2015).

Another skill is listening, which is important in learning a foreign language and especially in communicative orientation learning. The difficult task of teaching listening in a foreign language in inclusive education is to teach how to perform this type of speech activity, i.e. develop skills and abilities to process the perceived information in different conditions of communication. For example, Samokhin et al. (2017) showed one of the strategies to improve listening skills in English language inclusive classroom as the use of songs in class. The subject of this study was the use of musical works in teaching English. Researchers have proposed a set of tasks which were developed and applied in the
conditions of higher professional education but can also be used in primary and secondary schools, especially in the context of inclusive education. The educational function of this method is to familiarize students with the verbal component of world hits, which are the best examples of mass musical culture.

Additionally, one of the main tasks of teachers is the formation of speaking skill in a foreign language. Not only teachers but also speech therapists, psychologists and parents of students themselves take a fundamental role in this matter. In Suntsova (2017) study, the purpose was to identify the conditions for effective teaching English speaking skills of students with cerebral palsy with intact intelligence. The researcher developed a series of English lessons for 7th-grade students with the cerebral palsy syndrome with intact intelligence in inclusive school in Yekaterinburg. Results showed that at the end of each of the topics, students were able to use vocabulary on the topic and were able to make their own sentences using newly learned lexical units and to create small dialogues on a given topic. Each class considered the characteristics of each student in order to select the best set of tasks for developing speaking skills. Moreover, students were given the opportunity to perform creative work: creating an electronic collage or a PowerPoint presentation on various topics. In addition, results indicated that physical activity is very important and necessary for students with and also without SEN.

Finally, writing is crucial to academic success and most students are struggling in expressing their own thoughts and ideas in writing. Colorado (2007) reported two central components for writing instruction: “literacy instruction should center on understanding and on the communication of meaning” and “writing instruction should take place in the context of a rich and challenging curriculum” (p.1). Therefore, Van Kraayenoord et al. (2009) investigated a case study to examine instructional support in writing, they used an exemplary English teacher in Australian state inclusive school who participated in a professional learning project. Mixed method was used as a data collection method. Findings revealed that the teacher used the model called WriteIdeas based on “social context, motivation, planning, translating, reviewing, and producing and associated teaching practices, learning activities and tools” (p.34). Results of this observation showed that the teacher modified activities to support needs of students, for example, “the use of flashcards as a memory aid, writing scaffolding for the written assessment task, the creation of personalized vocabulary word banks, and use of a read-aloud software programe” (p.41). Teacher had a successful relationship with students, and she was successful in terms of classroom management.
Furthermore, Patricia and Danling (2014) conducted a case study to show the writing experience of students with SEN in Florida. The participants were 4th grade students in an inclusive classroom environment. Writing for test preparation and writing for digital stories were examined. Intensive everyday writing instruction classes included decoding prompt, using a graphic organizer, writing interesting sentences and paragraphs, and elaborating with details. Longitudinal study results showed that students with and without SEN made positive progress in the writing process. Both group of students’ productions demonstrated that a test-driven teaching approach limited students’ capacities; however, writing digital stories allowed them to build technology skills, to increase their literacy and to promote their school success. In another research study, Thoennes (2016) focused on the most effective intervention for improving the writing skills of students with SEN. This quantitative study examined the previous 11 studies conducted with students of SEN in the United States between the years 2005-2015. Data were collected through pre-test and post-test instruments. Findings showed that planning, the ability to produce relevant text from a topic, text editing or revision, motivation, and usage of technology are the main elements of successful improvement of writing abilities of students with SEN. However, the teacher needs to support and also help with the difficult struggles experienced in writing by these students.

To sum up, teaching the English language to students with SEN in inclusive education is hard. But there is a way in which students can get all the information easily and EFL teacher can use various methods to improve their skills and motivate them to study.

2.6. Teachers’ and Pre-Service Teachers’ Views on Implementing Inclusive Education

2.6.1. The teachers’ Views on Implementing Inclusive Education in an EFL Classroom

In the field of foreign language teaching and learning, inclusive education plays an important role. Especially teachers who build the students’ ability to learn and feel comfortable as a member of the class (Bucholz and Sheffler, 2009). In addition, the teacher must consider and combine the features of training students without and with SEN. Recent evidence shows teachers’ readiness to implement inclusive education for innovative development (Dolgov, Kutepova, Kapitanets, Kryzhanovskaya & Melnik, 2017; Pershina, Shamardina & Luzhbina, 2018; Smit, 2001; Takala, Pîrîtîama, & Törmänen, 2009).
Significantly, there are important aspects for building a successful English class that facilitates the teaching and learning process of the language. Regarding Haver (2009, as cited in Moreno & Rodríguez, 2012), these elements include the physical appearance of the classroom, the role of teachers, classroom materials, and the general environment in the classroom.

One of the indispensable factors which affect the implementation of inclusive education in an EFL classroom is teachers’ attitudes. Vera and Prošić-Santovac (2017) conducted a research study which aimed to focus on primary English language teachers’ attitudes towards inclusive education in mainstream schools in Serbia. 96 primary teachers of the English language participated in this study and questionnaire, which has both close-ended and open-ended questions. Findings of this study indicated a negative attitude towards inclusive education. The current study found that classroom assistant is an effective factor to increase the participation of students in inclusive classes. It is also important to consider co-working with psychologists and parents. Participants also suggested that they need some professional development in the area of special educational needs. However, some of them highlighted positive attitudes and understanding of the benefits of inclusive education.

In another study, Timothy et al. (2014) also examined English language teachers’ attitudes toward inclusive education in secondary schools in Calabar, Nigeria. The instruments used in this research study was a questionnaire for 28 and interview for 6 English language teachers. Findings revealed that more than half of the participants had a negative attitude towards inclusive education and had limited knowledge about it at all.

Another example of EFL teachers' attitudes is examined in recent Rezai’s et al. (2018) study. The participants were 254 Iranian EFL teachers from different language institutes. However, based on the information revealed by teachers, the findings show neutral attitudes towards inclusive education. Furthermore, Trujillo (2017), aimed to express the need to know how EFL teachers feel about teaching a foreign language in the classroom with SEN students in Columbia. This study was carried out with four experienced English language teachers. Data were collected through professional life histories and a narrative interview. The participants have offered their professional subjectivity influenced by the presence of the inclusion policy. The findings showed that teachers have different practices, different ways of thinking and experiences. It means that teachers are multidimensional subjects. Thereby, the results emphasized the importance of corporal dimension in the classroom, which can connect teachers with students. Other
dimensions of the teachers were cognitive and ethical-moral, where teachers are self-improving and guaranteeing the equal quality of education to every student.

Another study regarding teachers’ beliefs and attitudes conducted by Shifere Bishaw (2013) aimed to examine inclusive teaching involving visually impaired students (VIS) in English language teaching (ELT) settings. Participants of the mixed-method research were 5-8 grade (VIS), English language teachers of Amhara National Regional State, Ethiopia. Mix-method included four tools such as observation, questionnaires, interview, and document analysis. The finding of the research study stated that both teachers and students had a positive attitude towards inclusive teaching. Additionally, statistically significant were teachers’ attitudes, their qualification, training and experience of teaching students with SEN. The researcher concluded that although inclusive teaching is just the started to implement at schools, the study showed that it is possible to integrate students’ VIS into general schools.

In contrast to others, Schmidt and Vrhovnik (2015) investigated the attitudes of primary and secondary teachers towards the inclusion of students with SEN. A questionnaire was prepared for the study of 200 primary and secondary Slovenian teachers. With the respect of the type of the school, questionnaire results showed that secondary teachers had more positive attitudes towards students with SEN than primary school teachers, even though primary school teachers had special training for working with students with SEN.

In order to be an inclusive school, the staff engages in a series of creative and challenging processes (Shaddock, Giorcelli & Smith, 2007).

- Work predominantly from the basis of student strengths and not their disabilities.
- Operate in ways which are genuinely more flexible and responsive to group members.
- Modify the pace of work, building activities gradually and in clear stages.
- Adopt a team approach.
- Use and exploit well-honed techniques that are effective for all students.
- Mix inputs. Use a variety of teaching techniques, e.g. problem-solving, investigative learning, direct instruction, hands-on learning and teaching, multimedia and technology.
- Actively challenge the low aspirations of others
- Insist that students (and their efforts) not be devalued or marginalized by allowing them to be pigeon-holed, e.g. by a ‘medical diagnosis’.
- Focus on the ‘social’ and ‘typical’ (p.5).

To sum up these processes all teachers and school stuffs need to work and support each other in order to improve and make any changes in their school. All the ideas in the above-mentioned studies indicate that the majority of EFL teachers reject the idea of
education for all. Nonetheless, the teacher must find motivation and be ready to follow innovative developments.

2.6.2. Pre-service Teachers’ Views on Implementing Inclusive Education in an EFL Classroom

The introduction of an inclusive approach to the educational system requires special attention to the problem of shaping the readiness of students of pedagogical universities to work in a heterogeneous environment. Different authors have different approaches to the definition of the essence of the concept ‘inclusive readiness’. For example, Sinyavskaya (2016), under inclusive readiness, had an understanding as a sustainable personality trait, which is an essential prerequisite for teaching students with SEN and characterized by the personal orientation of future teachers to implement the principles of inclusive education in their professional activities. Among the components of inclusive readiness, she singled out inclusive ethics, inclusive theory and practice. The zone of intersection of these three components defines the concept of ‘inclusive readiness’. Additionally, Rouse (2007) defined as:

“developing effective inclusive practice is about not only about extending teachers’ knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about ‘knowing’, ‘doing’, and ‘believing’” (p.11).

Many researchers have demonstrated that pre-service teachers have a positive attitude towards inclusive education. (McNamee, 2016; Hamad Alnahdi, Elhadi, & Salovita, 2019; Sharma, Shaukat & Furlonger, 2016; Sharma, Forlin, Loreman, & Earle, 2006). McNamee (2016) conducted a research study to identify preservice elementary and preservice secondary teachers’ view about implementing SEN students in general schools. The experiment lasted 2 semesters with 564 students at the University of Central Florida. A 4-part questionnaire was used as a research instrument. The finding of this study revealed that 40% of students’ responses were negative and 17% of participants do not have any knowledge about inclusive education. Participants believe that integrating SEN students in general school will be difficult for teachers, however, they have a positive attitude.

Similarly, a comparative study was conducted by Alnahdi et al. (2019) to analyze pre-service teachers’ attitudes towards inclusive education. Their study was carried out with two groups who were 306 pre-service teachers from Saudi Arabia and 186 pre-service teachers from Finland. Both groups of students were instructed to complete a questionnaire
which purposed to reveal their views. The findings of the research study revealed significant differences of Finnish students, they showed more positive attitudes towards inclusive education. However, attitudes towards inclusion as a value were similar between both counties’ students. And the study concluded that this study will help faculty members to improve their students’ positive attitudes towards inclusive education.

In the same vein, Sharma, Shaukat, and Furlonger (2016) focused on attitudes and teaching self-efficacy of pre-service teachers towards inclusive education. Participants of the quantitative study were 194 pre-service Pakistani teachers. The quantitative method included a three-part survey: demographic information, attitudes towards inclusive education scale, and teacher efficacy in inclusive practice scale. The findings of the research study stated that pre-service teachers got positive attitudes in integrating SEN students in general school. However, pre-service teachers with more positive attitudes had low levels of teaching self-efficacy to teach students with SEN, and pre-service teachers with higher efficacy beliefs had negative attitudes towards inclusive education. The researcher concluded that “we need to have graduates who firmly believe in inclusive education and who are confident and committed to implementing inclusive practices” (p.7).

Ahsan’s (2014) study examined attitudes and concerns and teaching-efficacy of pre-service teachers in Bangladesh. The three-part questionnaire and semi-structured interviews were used as data collection to investigate institutional heads of higher education, pre-service teacher education institutions beliefs and opinions about inclusive education. The results indicated that pre-service teachers in Bangladesh have positive attitudes towards, and a high level of perceived teaching-efficacy for, inclusive education and that they were not very concerned about teaching in inclusive classrooms. Therefore, institutional heads were concerned about the level of confidence of teachers who are about to start their profession after completion of the pre-service teacher education program. Also, this study pointed out that “importance of the duration of pre-service teacher education programs for building up positive attitudes, increasing teaching-efficacy and minimizing concerns about inclusive education” (p.153).

Another study regarding implementing SEN students in general school conducted by Sharma et al. (2006) aimed to identify the concerns and attitudes of preservice teachers. Participants of the study were 1060 pre-service teachers from Western Australia, Victoria, Australia, Alberta, Canada, Hong Kong, and Singapore. The data were collected through a four-part survey: demographic information, Attitudes Toward Inclusive Education Scale,
The Interaction with Persons with a Disability (IPD) Scale and Concerns about Inclusive Education Scale (CIES). The results showed that most of the pre-service teachers have low knowledge of disability. And also, the Western countries’ pre-service teachers showed more positive attitudes toward including students with SEN in general school, however, Asians’ showed less. Additionally, the level of discomfort of Hong Kong and Australia, Singapore’s pre-service teachers were high. Also, participants in Hong Kong and Singapore were significantly more concerned when compared to participants in Australia and Canada.

Another example is examined in Lambe and Bones (2006) study. In this study, 125 pre-service teachers at the University of Ulster, Northern Ireland attitudes to inclusion were examined. Findings showed that many pre-service teachers supported the idea of inclusive schools. However, they still preferred the traditional system of teaching, because they are more comfortable in it. Also, the definition of the inclusive classroom was explained pre-service teacher did not form clear understanding. Another example of 175 pre-service Greece teachers’ attitudes and concerns about deaf students and their readiness to teach in inclusive settings were examined (Stavropoulou & Markopoulou, 2015). Sentiments, Attitudes, and Concerns about Inclusive Education scale were used to collect data. Similarly, as above-mentioned studies, the conclusion indicated that participants had positive sentiments, and attitudes, and moderate concerns about the inclusion of deaf students.

To sum up, studies show that pre-service teachers are inadequately prepared to work with SEN. However, most of them have positive attitudes toward inclusive education. Nowadays, preparing a pre-service teacher to work with students with SEN is becoming one of the important tasks of pedagogical universities and teacher education in general. There were no research studies which investigates the view of EFL pre-service teachers. Therefore, in the present study, the main purpose is to investigate the attitudes and readiness of EFL pre-service teachers to work in inclusive settings and find teaching problem in the EFL classroom.
CHAPTER III
METHODOLOGY

This chapter includes four subsections: setting and participants, instruments and procedures, data collection and data analysis. First, the setting and participants will be described. Next, the instruments and procedures of the study will be introduced. Then, the data collection procedure will be described. Finally, information about data analysis will be given.

3.1. Setting and Participants

The current study was conducted at ELT Program of Pamukkale University in Turkey, Sarsen Amanzholov East Kazakhstan State University and Shakarim University in Kazakhstan. All of them are state universities. The study was carried out during the spring semester of the 2018-2019 academic year. Additionally, the present study’s participants were 200 pre-service teachers of Pamukkale University and other 200 participants were from Sarsen Amanzholov East Kazakhstan State University and Shakarim University enrolled at an ELT Program. All participants were third and fourth-grade students. These grades were selected due to the fact that they took almost all courses and were about to complete their teaching practice and they were thought to have more chance and insight to evaluate their education. Also, it is focused on evaluating the academic success of the higher education institutions in Turkey and the present study was the first Turkish study to examine pre-service EFL teachers’ views on inclusive education in comparison with a sample from another country (Kazakhstan). It's aimed to share the results with the public opinion.

By random selection or random sampling, each individual has the possibility of being selected from the population, allowing the sample to represent the population (Keppel & Wickens, 2003). The questionnaire went out to 700 pre-service EFL teachers through Online Questionnaire (Google Form). The questionnaire presented in a clear, systematic way that enables eligible participants to complete them on their home computers at a time of their choosing. Replies were received from 429 participants. All participants were organized into two groups based on their country. Of those, 205 (48%) were from Kazakhstan and 224 (52%) were from Turkey. The researcher randomly selected 200 participants from each group. This number was chosen because it reflects the limit of time, we have to distribute our questionnaire to participants and provide an equal
number of participants for each group. Each participant’s responses are downloaded into a
database so that the results can easily be manipulated and analyzed statistically.

Table 3.1. Kazakh pre-service EFL Teachers’ Demographics

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<td>Gender</td>
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<tr>
<td>Female</td>
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<td>Male</td>
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All 400 participants completed a questionnaire. Among a total of 200 participants
from Kazakhstan were – 162 (81%) female and – 38 (19%) male (see Table 3.1.) In terms
of age, - 29 (15%) of them were 20 years old, - 54 (27%) were 21 years old, - 35 (18%)
was 22 years old, and – 57 (28%) of participants were 23 years old, and other – 25 (12%)
of participants were 24 years old.

Table 3.2. Turkish pre-service EFL Teachers’ Demographics

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<td>Gender</td>
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Also, the other 200 participants from Turkey were – 127 (63%) female and – 73
(37%) male (see Table 3.2.). In terms of age, 26 (16%) of them were 20 years old, 39
(20%) of them were 21 years old, 52 (26%) participants were 22 years old, 60 (30%) of
them 23 years old and 22 (11%) of participants was 24 years old.

For the oral interview, the researcher randomly selected 10 participants from
Kazakhstan and 10 participants from Turkey, all participants were female.

3.2. Instruments and Procedures

To answer the research questions, the mixed method study design was adopted,
because quantitative research analyzed statistical data first, and the qualitative aspect of the
research aimed at examining participants’ views regarding the inclusive practice. As Creswell and Plano Clarck (2011) mentions that “[m]ixed methods research provides strengths that offset the weakness of both quantitative and qualitative research” (p.12). Therefore, in this study, the quantitative study helped to identify EFL pre-service teachers’ attitudes towards inclusive education through questionnaire and compare between two countries, Kazakhstan and Turkey. Then, a qualitative study approach was used to explain difficulty levels of teaching English language skills in inclusive settings between two countries, Kazakhstan and Turkey.

In order to facilitate validation of instruments, the items of questionnaire and interview questions followed up with the evaluation by expert judges were collected from six university instructors of Kazakhstan and Turkey and some refinement of both instruments were completed using their feedback before being administrated. In addition to this, an attempt was made to check the face and content validity of pre-service teachers’ questionnaire items and interview questions. The purpose of conducting this face validity was to check every item and questions to see if it is appropriate to the target groups, to check whether the questions and items are not ambiguous, and instructions are clear, and also to identify questions and items which do not yield usable data, so that they will be discarded, and to be aware of expected problems which may occur in the process of collecting data.

As Durnyei (2003) mentions conducting a questionnaire allows to find a piece of very specific information and also can give various variants to choose from. Therefore, firstly, in order to collect data, the researcher used a self-administered questionnaire, which was sent by Google Form to all participants. The questionnaire was the Teachers’ Attitudes towards Inclusive Education Scale (TAIS), which was developed by Lambe and Bones (2006) to measure pre-service teachers’ attitudes. The questionnaire was developed by panel professionals and academics working in the field of inclusion. A psychologist, two university lectures and a school SENCO (Special Educational Needs Coordinator) were included.

The questionnaire consists of two sections. The first section contains items on the participants’ demographic information including age and participant’s country (see Appendix A). In the second section, three themes were evaluated to measure pre-service teachers’ attitudes, perceptions, and beliefs towards teaching in inclusive settings (Lambe & Bones, 2006), (see Appendix A):
beliefs about the purpose of schools and attitudes towards organizational issues within teaching;
- concerns or anxieties about teaching within an inclusive educational classroom;
- personal beliefs and attitudes towards the ideology of inclusive education” (p.518).

Also, the second section included 27 items related to participants’ attitudes and three types of responses: ‘agree’, ‘disagree’, ‘don’t know’. On item 5, the country name Northern Ireland was changed as Kazakhstan and Turkey. Also, the word “mainstream” would not be clear for the participants. Therefore, we added the definition of the current word. As Douglas Silas Solicitors (2005) stated mainstream is the practice of placing students with special education needs in a general education classroom during specific time periods based on their skills.

The goal of the qualitative study was found out and elaborate on the results of the statistical tests (Creswell et al., 2003). Moreover, for in-depth analysis of research study by Lambe and Bones (2006) suggestion to explore and expand on the questionnaire findings, the oral interview questions were used. The items (1, 2, 3) were developed according to the participants’ views and some items (4, 5, 6) were integrated from the study of Shifere Bishaw (2013), (see Appendix B). As Creswell (2014) states the interview helps “to collect detailed views from participants to help explain the initial quantitative survey” (p.48). However, interview questions were translated in Kazakh (see Appendix C and Turkish (see Appendix D). Four experts checked interview questions and six participants from the same groups were interviewed with the aim of evaluating the clearness of questions for the main study. After piloting and analyzing the items of questions, the researcher prepared the oral interview questions for the main study. Participants answered in their native languages with randomly selected 10 participants from each group, because the researcher wanted to give an opportunity to express their ideas clearly. Interviewees were informed that the purpose of the research was to investigate pre-service EFL teachers’ view on inclusive education in ELT. Participants had the assurance that if an interview quoted in the research results, pseudonyms or numbers would replace their actual names. All participants gave the interviewer permission to audio-record the sessions. The interview ranged in length 5-6 minutes for each participant, and each was later transcribed for use in the analysis of participants’ responses. Oral interview with Kazakh participants was administrated online using Skype program and oral interviews with Turkish participants were administrated in the office of the Faculty of Education.
This adapted set of tools was used for in-service EFL teachers and pre-service teachers of Northern Ireland and Ethiopia. However, it was judged as applicable to Kazakh and Turkish pre-service EFL teacher’s context by research expert opinions.

3.3. Data Collection

In the current study, a questionnaire including some personal information and Teachers’ Attitudes towards Inclusive Education Scale (TAIS), oral interview with a group of participants were used to collect the data. Firstly, the questionnaire was sent by Google From to Kazakh and Turkish participants. Then, in the follow-up phase of the study, the oral interview was administrated online using Skype program with 10 Kazakh participants, and with 10 Turkish participants by face to face format. For the interview, the participants were asked if they wanted to take part voluntarily in the interviews to provide more detailed and comprehensive data. For improving the reliability of the research study, the data was audio recorded on a digital audio recorder and transcribed. They were provided with some specific questions regarding teaching in an inclusive classroom.

3.4. Data Analysis Procedure

The quantitative data of the present study were gathered by collecting all participants responds from the questionnaire. As Dörnyei (2003) states that “[i]f the questionnaire is well conducted, processing the data can also be fast and relatively straightforward, especially by using some modern computer software” (p.9). Therefore, using the Google Form program was easy and fast to collect all data. To analyze the questionnaires’ numerical data were calculated through the SPSS 23 Descriptive Analysis software program. To display view on inclusive education in ELT of pre-service teachers, descriptive statistics were used. The descriptive analysis included frequencies and percentages. An independent samples t-test: a statistical tool used to compare the means of two groups of participants.

The qualitative data of the present study were gathered from an oral interview with 10 participants from each group. Flick (2006) points out that the researcher states that you can try “to create a good atmosphere in the interview and to give room to your interviewees to open up” (169). To the respect participants personality, they were interviewed by answering in their own languages. During analyzing the results of the study, researcher translated participants responses from Turkish to English and from Kazakh to the English language. The Kazakh and Turkish version of the oral interview is
on Appendix C and D. According to Dörynei (2003), participant’s anonymity gives the opportunity to answer questions by encouraging honesty and readiness for disclosure. Therefore, the researcher gave a number to each participant in order to keep their anonymity. Their names were coded as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 in the study. While coding the researcher needed to identify the participants country with KZ and TR abbreviations. During the session, they were explained short information about inclusive education. Finally, the audio recording was carried out by the researcher. Then, the researcher transcribed the recording. The participants’ answers were described the difficulty level of English language level in the process of teaching in inclusive settings for each language skills. In this phase, the researcher organized data in a meaningful and systematic way. The researcher categorized and coded the responses according to the language skills and each skill were divided into the themes, and all themes were checked by research experts. Each skills’ problems were identified and analyzed based on participants responses. During transcribing, the researcher highlighted the noteworthy quotations to be used later while presenting the results.
CHAPTER IV
FINDINGS

In this section, the results of our data based on the research questions are presented and discussed. The findings are presented as tables and are interpreted by comparing with two groups’ results. In the current study, the main purpose was to investigate Kazakh and Turkish pre-service EFL teachers’ attitudes toward inclusive education and to find Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of English language skills in the process of teaching in inclusive settings. With this aim, this study attempted to identify answers to the following research questions:

1. What are the attitudes and personal beliefs of Kazakh and Turkish pre-service EFL teachers towards inclusive education?
2. Is there any significant difference in attitudes and personal beliefs towards inclusive education between Kazakh and Turkish pre-service EFL teachers?
3. What are the concerns and anxieties of Kazakh and Turkish pre-service EFL teachers about teaching within an inclusive educational classroom?
4. Is there any significant difference in concerns and anxieties about teaching within an inclusive education classroom between Kazakh and Turkish pre-service EFL teachers?
5. What are Kazakh and Turkish pre-service EFL teachers’ views on the difficulty level of English language skills in the process of teaching in inclusive classrooms?

4.1. Findings for the Research Question 1

4.1.1. What are the Attitudes and Personal Beliefs of Kazakh and Turkish Pre-Service EFL Teachers towards Inclusive Education?

Our first question of the study focused on the attitudes and personal beliefs of Kazakh and Turkish pre-service EFL teachers towards inclusive education. Within the first theme pre-service teachers’ attitudes about the purpose of schools and attitudes about organizational issues of teaching, it fell into three sub-themes: academic selection, academic excellence, and equality of provision.

According to findings on the question about changing the education system to non-selective, 112 (56%) of Turkish participants agreed that this system can supply all type of students, only 36 (16%) disagreed with this statement. Similarly, 90 (45%) Kazakh participants supported this idea, 76 (38%) did not know and 34 (17%) disagreed.
Moreover, 77 (38%) Turkish participants and 103 (51%) Kazakh participants preferred streaming to non-streaming, only 27 (14%) Kazakh participants and 42 (22%) Turkish preferred non-streaming, and 70 (35%) Kazakh and 81 (40%) Turkish participants had no idea.

On the question of academic excellence, 108 (53) of Turkish participants think that the school plays the most important role, 33 (16%) did not know and 59 (29) of participants disagreed. However, Kazakh participants’ responses were dissimilar, 106 (53%) of them disagreed, 54 (27) participants agreed with this statement. The majority of Kazakh 90 (45%) and Turkish 93 (46%) disagreed that the most important role of the school was to promote academic achievement than social inclusion, while 76 (38%) Kazakh and 57 (29%) Turkish participants did not know and 34 (17%) Kazakh and 50 (25) Turkish agreed.

When examining attitudes to equality of provision, 43 (22%) Kazakh and 34 (17) Turkish participants disagreed and mostly half of the participants from both group, 99 (49%) Kazakh and 120 (60%) Turkish, believed that mainstream schools should not be allowed to exercise policies and structures that cater only for the needs of certain students thereby excluding others with SEN. A further 58 (29) Kazakh and 46 (23%) Turkish participants were still undecided. Also, significant majority, 100(50%) Kazakh and 83 (41) Turkish participants, undecided if mainstream schools should have the final say in which pupils they can enroll, while 68 (34%) Kazakh and 47 (24%) Turkish participants agreed and 32 (16%) Kazakh and 70 (35%) Turkish participants disagreed.

On item one, all teachers should experience teaching students with SEN, almost half of participants, 132 (66%) Kazakh and 98 (52%) Turkish, indicated positive responses. Only 22 (11%) Kazakh and 51 (24%) Turkish participants were against this idea. A further 46 (23%) Kazakh and 51 (24%) Turkish participants were still undecided.

Table 4.1.1. Pre-service EFL teachers’ attitudes about the purpose of schools and attitudes about organizational issues of teaching

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Do not know</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1. I think all teachers should experience teaching pupils with special education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>132</td>
<td>66</td>
<td>46</td>
</tr>
<tr>
<td>Turkey</td>
<td>98</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>2. I think that streaming is the best practice for dealing effectively with pupils of different abilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>103</td>
<td>51</td>
<td>70</td>
</tr>
<tr>
<td>Turkey</td>
<td>77</td>
<td>38</td>
<td>81</td>
</tr>
</tbody>
</table>

F: Frequency %: Percentage

(continuous)
Table 4.1.1. Pre-service EFL teachers’ attitudes about the purpose of schools and attitudes about organizational issues of teaching (continuous)

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree F</th>
<th>%</th>
<th>Do not know F</th>
<th>%</th>
<th>Disagree F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. It is more important for schools to promote academic achievement than social inclusion</td>
<td>34</td>
<td>17</td>
<td>76</td>
<td>38</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td>50</td>
<td>25</td>
<td>57</td>
<td>29</td>
<td>93</td>
<td>46</td>
</tr>
<tr>
<td>4. I think that changing the education system in Turkey / Kazakhstan from selective to a nonselective one is the best to cater for all pupils</td>
<td>90</td>
<td>45</td>
<td>76</td>
<td>38</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>112</td>
<td>56</td>
<td>56</td>
<td>28</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The most important role of a school is to ensure academic excellence</td>
<td>54</td>
<td>27</td>
<td>40</td>
<td>20</td>
<td>106</td>
<td>53</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>108</td>
<td>53</td>
<td>33</td>
<td>16</td>
<td>59</td>
<td>29</td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mainstream schools should not be allowed to exercise policies and structures that cater only for the needs of certain pupils thereby excluding others with special education needs</td>
<td>99</td>
<td>49</td>
<td>58</td>
<td>29</td>
<td>43</td>
<td>22</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>120</td>
<td>60</td>
<td>46</td>
<td>23</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mainstream schools should have the final say in which pupils they can enroll</td>
<td>68</td>
<td>34</td>
<td>100</td>
<td>50</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>47</td>
<td>24</td>
<td>83</td>
<td>41</td>
<td>70</td>
<td>35</td>
</tr>
</tbody>
</table>

F: Frequency %: Percentage

Within the second theme pre-service EFL teachers’ personal beliefs and attitudes towards the ideology of inclusive education, this fell into two sub-themes: personal preferences on inclusion and attitudes and beliefs about academic achievement and inclusion. In the section of a selective education system, half of the Turkish students (102/50%) agreed that they would prefer to teach so if given the choice, while 47 (24%) were not sure and 51 (26%) disagreed. Moreover, Kazakh students showed only 71 (35%) positive and 43 (22%) negative responses, and other 86 (43%) did not know. Measurement of personal benefit pointed out that majority of Kazakh (142/62%) and Turkish (130/65%) participants believed that they would have benefited from being part of an inclusive education, while 49 (24%) Kazakh and 46 (23%) Turkish participants did not know and 27 (14%) Kazakh and 24 (12%) disagreed. When asked about whether parents should have final say in which school child attends, over half of Kazakh (101/51%) and Turkish (112/56%) participants agreed while 56(28%) Kazakh and 53 (27%) Turkish did not know and 42 (21%) Kazakh and 34(17%) Turkish students believed that parents should not have.

On the question of academic achievement in an inclusive classroom, 84 (42%) Kazakh students believed that they would not have achieved to the same degree if they would be educated in an inclusive classroom, with no significant difference 62(31%) Turkish student showed disagreement. However, 82 (41) Turkish students felt that they would have achieved, and also with fewer responses Kazakh (53/26%) showed the same response. A further 63 (32%) Kazakh and 56(28%) undecided. When asked whether they
enjoyed school and never had any problem with learning, over half, which is 127 (63%) Kazakh and 103 (51%) Turkish participants agreed while only 21 (11%) Kazakh and 17 (9%) Turkish participants did not know, and further 52 (26%) Kazakh and 80 (40%) disagreed. The majority of Kazakh (113/56%) and Turkish (92/46%) participant, stated that they feel the best way to ensure equality of provision is for all pupils to be educated in an inclusive education, while 31 (16%) Kazakh and 59 (30%) Turkish less positive and 56 (28%) Kazakh and 49 (24%) Turkish did not know. Surprisingly, when asked if they believed accommodating students with SEN in an inclusive education would be detrimental to the progress of others, the majority of Kazakh (103/51%) and Turkish (119/59%) participants agreed, but 62 (31%) Kazakh and 51 (26%) Turkish disagreed and further 35 (18%) Kazakh and 30 (15%) Turkish were undecided.

Table 4.1.2. Pre-service EFL teachers’ personal beliefs and attitudes towards the ideology of inclusive education

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Do not know</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>20. I would prefer to teach in a selective educational system if I had the choice</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>21. I don’t think I would have done as well academically if I had been in an inclusive classroom when at school</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>22. I think I would have benefited from being part of an inclusive classroom</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>23. I enjoyed school and never had any real problem with learning</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>24. It is more important for schools to promote social inclusion than academic achievement</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>25. The best way to ensure equality of provision is for all pupils to be educated in an inclusive classroom</td>
</tr>
<tr>
<td>Kazakhstan</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
</tbody>
</table>

F: Frequency        %: Percentage
(continues)
To sum up, findings of the current themes showed that despite over 50% agreeing with accommodating students with SEN in an inclusive classroom would be detrimental to the progress of others, the majority of pre-service EFL teachers of both groups agreed that all teachers should teach students with SEN in an inclusive classroom. And they expressed that streaming is the best practice for dealing effectively with SEN students. The results indicated that teaching in an inclusive classroom would be beneficial for teachers.

4.2. Findings for the Research Question 2

4.2.1. Is There any Significant Difference in Attitudes and Personal Beliefs towards Inclusive Education between Kazakh and Turkish Pre-Service EFL Teachers?

The comparison across individual items of Kazakh and Turkish pre-service EFL teachers’ attitudes about the purpose of schools and about organizational issues of teaching was presented. When the mean values of both samples were compared by using t-tests, it was found that their attitudes were no significant differences consisting of eight TAIS items.

However, the comparison of Kazakh and Turkish pre-service teachers revealed interesting differences between the countries (see Table 4.2.1.). From the theme one, for four items participant showed differences. For item one, Kazakh sample was more negative towards inclusion. The Turkish participants (m=1.76) were more willing than the Kazakh participants (m=1.45) to accept that teachers should experience teaching students with SEN. And in one item (5), the Kazakh participants (m=2.26) scored more positive than the Turkish participants (m=1.75). One more difference was shown, as Turkish pre-service teachers (2.11) were positive on item seven, that mainstream schools should have the final say on enrollment. While Kazakh pre-service teachers (m=1.82) means the score was less

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Kazakh Mean</th>
<th>Turkish Mean</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers should experience teaching students with SEN</td>
<td>1.45</td>
<td>1.76</td>
<td>0.03</td>
</tr>
<tr>
<td>5</td>
<td>Mainstream schools should have the final say on enrollment</td>
<td>2.26</td>
<td>1.75</td>
<td>0.15</td>
</tr>
</tbody>
</table>

Table 4.2.1: Pre-service EFL teachers’ personal beliefs and attitudes towards the ideology of inclusive education (continues)
than their peers. Moreover, Kazakh participants (m=1.62) were more negative toward preferring streaming to non-streaming than Turkish participants (m=1.82).

From the theme two (see Table 4.4.), three items were significantly different. For two items (23 and 25), the Turkish sample scored more positively than the Kazakh sample. While the personal beliefs of pre-service teachers towards inclusion as a value were very similar, the Kazakh participants (m=1.59) were less willing than their Turkish (1.83) colleagues to accept that the best way to ensure equality of provision was for all students to be educated in an inclusive classroom. On the item ‘if they have been educated in an inclusive classroom they would not have achieved to the same degree’, Kazakh sample (m=2.15) were more positive than Turkish (m=1.90).

The sum score calculated from this scale revealed Kazakh and Turkish pre-service EFL teachers’ attitudes about the purpose of schools and about organizational issues of teaching were similar. However, it showed only a few differences between the countries. Finally, on the two themes, the most positive view towards inclusion appears in Kazakhstan.

Table 4.2.1. Differences between Kazakh and Turkish pre-service EFL teachers’ attitudes about the purpose of schools and attitudes about organizational issues of teaching

<table>
<thead>
<tr>
<th>Item</th>
<th>Kazakh Mean (M)</th>
<th>Kazakh SD</th>
<th>Turkey Mean (M)</th>
<th>Turkey SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think all teachers should experience teaching pupils with special education</td>
<td>1.45</td>
<td>.685</td>
<td>1.76</td>
<td>.832</td>
<td>-4.131</td>
<td>.000</td>
</tr>
<tr>
<td>2. I think that streaming is the best practice for dealing effectively with pupils of different abilities</td>
<td>1.62</td>
<td>.712</td>
<td>1.82</td>
<td>.753</td>
<td>-2.796</td>
<td>.005</td>
</tr>
<tr>
<td>3. It is more important for schools to promote academic achievement than social inclusion</td>
<td>2.28</td>
<td>.737</td>
<td>2.21</td>
<td>.819</td>
<td>.833</td>
<td>.405</td>
</tr>
<tr>
<td>4. I think that changing the education system in Turkey / Kazakhstan from selective to a nonselective one is the best to cater for all pupils</td>
<td>1.72</td>
<td>.737</td>
<td>1.60</td>
<td>.750</td>
<td>1.613</td>
<td>.108</td>
</tr>
<tr>
<td>5. The most important role of a school is to ensure academic excellence</td>
<td>2.26</td>
<td>.857</td>
<td>1.75</td>
<td>.882</td>
<td>5.802</td>
<td>.000</td>
</tr>
</tbody>
</table>

M: Mean                  SD: Standard Deviation                  t: t-test                  p: p-value

(continues)
Table 4.2.1. Differences between Kazakh and Turkish pre-service EFL teachers’ attitudes about the purpose of schools and attitudes about organizational issues of teaching (continues)

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Mainstream schools should not be allowed to exercise policies and structures that cater only for the needs of certain pupils thereby excluding others with special education needs</td>
<td>1.72</td>
<td>.796</td>
<td>1.918</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.57</td>
<td>.766</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mainstream schools should have the final say in which pupils they can enroll</td>
<td>1.82</td>
<td>.685</td>
<td>-4.082</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>2.11</td>
<td>.758</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2.2. Differences between Kazakh and Turkish pre-service EFL teachers’ personal beliefs and attitudes towards the ideology of inclusive education

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. I would prefer to teach in a selective educational system if I had the choice</td>
<td>1.86</td>
<td>.743</td>
<td>1.451</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.74</td>
<td>.838</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I don’t think I would have done as well academically if I had been in an inclusive classroom when at school</td>
<td>2.15</td>
<td>.815</td>
<td>3.072</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.90</td>
<td>.844</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I think I would have benefited from being part of an inclusive classroom</td>
<td>1.51</td>
<td>.722</td>
<td>.632</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.47</td>
<td>.701</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I enjoyed school and never had any real problem with learning</td>
<td>1.62</td>
<td>.870</td>
<td>-2.85</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.88</td>
<td>.952</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. It is more important for schools to promote social inclusion than academic achievement</td>
<td>2.06</td>
<td>2.283</td>
<td>.875</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.86</td>
<td>2.288</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. The best way to ensure equality of provision is for all pupils to be educated in an inclusive classroom</td>
<td>1.59</td>
<td>.744</td>
<td>-3.055</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.83</td>
<td>.855</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Having pupils with diverse special educational needs in the classroom is unfair to other pupils who may be held back</td>
<td>1.79</td>
<td>.887</td>
<td>1.546</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.66</td>
<td>.859</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Parents should have the final say in which school their child attends</td>
<td>1.80</td>
<td>1.578</td>
<td>.604</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>1.70</td>
<td>1.68</td>
<td></td>
</tr>
</tbody>
</table>

4.3. Findings for the Research Question 3

4.3.1. What are the Concerns and Anxieties of Kazakh and Turkish Pre-Service EFL Teachers about Teaching within an Inclusive Educational Classroom?

Within theme three, EFL pre-service teachers’ concerns and anxieties about teaching within an inclusive education classroom were investigated. This category again divided into two sub-themes: personal adequacy and prejudices regarding inclusion.
All the participants of both groups indicated that they did not have the experience of working with SEN, but only 3 (2%) Turkish participants perceived themselves to have experience. 72 (36%) Kazakh and 95 (47%) Turkish felt that they did not possess adequate skill to teach in an inclusive classroom, with 60 (30%) Kazakh and 49 (25%) Turkish believed that they had and the further 68 (34%) Kazakh and 56 (28%) Turkish did not know. More than half of Kazakh (122/61%) and Turkish (150/74%) believed that special kind of teacher was required to teach students with SEN, while 42 (21%) Kazakh and 29 (15%) Turkish were unsure, and 36 (18%) Kazakh and 21 (11%) Turkish disagreed. Considering the highly positive responses about not having any experience in working with SEN, the majority of Kazakh (129/64%) and Turkish (136/68%) participants believed that special education teachers also need a special interest in this setting to be effective.

Further questions were about personal prejudice regarding inclusion. On the question about special treatment for SEN students, 43 (22%) Kazakh and 35 (18%) Turkish participants disagreed that some claims for SEN classification were just ways of special treatment. However, 104 (52%) Kazakh and 117 (58%) Turkish participants agreed with the statement and 53 (26%) Kazakh and 48 (24%) Turkish did not know. Also most parts of the participants (86 Kazakh (43%) and 71 Turkish (35%)) were undecided that emotional and behavioral problems could just be an excuse for lack of self-discipline, while 53 (26%) Kazakh and 75 (38%) Turkish believed that they could be used, and 61 (31%) Kazakh and 54 (27%) Turkish did not believe.

Responses about potential negative effect on other students of including SEN students in mainstream showed that 78 (39%) Kazakh and 61 (31%) Turkish did not believe they should be excluded while 57 (29%) Kazakh and 53 (26%) Turkish did not know, 65 (32%) Kazakh and 86 (43%) Turkish felt they should be excluded.

Next two questions were about the role of parents in SEN, with 43% of Kazakh and 50% Turkish participants showed agreement with the importance of the parents’ in behavior, while about 30% of each group did not agree. In the same vein, the statement about whether parents are often to blame for their child’s poor behavior, more than half participants (104 (52%) Kazakh and 122 (61%)) agreed, while only 20 (10%) Kazakh and 17 (9%) Turkish were not sure, and further 76 (38%) Kazakh and 61 (30%) Turkish participants did not agree.

95 (47%) Kazakh and 113 (56%) Turkish participants perceived difficulties in having too many differences in the classroom, while with almost the same amount of responses Kazak (49/25%) and Turkish (43/21%) disagreed and furthers were unsure.
Additionally, over a half of participants which is 136 (68%) Kazakh and 114 (72%) Turkish, showed that education has a first duty to look after those who are trying to learn. However, 55 (27%) Kazakh and 51 (25%) Turkish were unsure, and only 9 (5%) Kazakh and 5 (3%) Turkish participants showed negative responses. Surprisingly, on the question about teacher’s pre-readiness to deal with emotional and behavioral problems in an inclusive classroom, 71 (35%) of Kazakh participants disagreed and the same amount agreed, while 58 (30%) of them were undecided. However, 91 (45%) Turkish also disagree and 57(29%) agreed, and other parts of participants were unsure with this statement.

### Table. 4.3.1. Concerns and anxiety about teaching in an inclusive setting

<table>
<thead>
<tr>
<th>Concern</th>
<th>Agree</th>
<th></th>
<th></th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>8. I have no experience in working with special education needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>200</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Turkey</td>
<td>197</td>
<td>98</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. I am concerned I will not have the skills required to teach special educational needs in an inclusive setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>72</td>
<td>36</td>
<td>68</td>
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<tr>
<td>Turkey</td>
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<td>10. I think some people claim to have special educational needs to get extra attention and special treatment</td>
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<tr>
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<tr>
<td>Turkey</td>
<td>117</td>
<td>58</td>
<td>48</td>
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<td>11. Emotional and behavioral problems are often just an excuse for lack of self-discipline</td>
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<tr>
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<td>Turkey</td>
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<tr>
<td>12. Pupils with emotional and behavioral problems should be excluded from mainstream classes as they disrupt other pupils’ progress</td>
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<td>Turkey</td>
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<td>13. It is a parent’s role to ensure their child behaves properly</td>
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<td>Kazakhstan</td>
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<tr>
<td>Turkey</td>
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<td>14. I think that parents are often to blame for their child’s poor behavior</td>
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<td>Turkey</td>
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<td>15. I think it is impossible to try and accommodate too many differences in one classroom</td>
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<tr>
<td>Kazakhstan</td>
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<tr>
<td>Turkey</td>
<td>113</td>
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<tr>
<td>16. Education has a first duty to look after the interests of pupils who are trying to learn</td>
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<tr>
<td>Turkey</td>
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<td>17. I think you need to be a special kind of teacher to teach pupils with special educational needs</td>
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<tr>
<td>Kazakhstan</td>
<td>122</td>
<td>61</td>
<td>42</td>
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<tr>
<td>Turkey</td>
<td>150</td>
<td>74</td>
<td>29</td>
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<tr>
<td>18. I think you need a special interest in special educational needs to be an effective teacher of special educational needs</td>
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<tr>
<td>Kazakhstan</td>
<td>129</td>
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<tr>
<td>Turkey</td>
<td>136</td>
<td>68</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td>19. A teacher should be concerned with educational issues and not be expected to deal with a pupil’s emotional and behavioral problems</td>
<td></td>
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<tr>
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<tr>
<td>Turkey</td>
<td>91</td>
<td>45</td>
<td>52</td>
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</tbody>
</table>

F: Frequency %: Percentage
To sum, the finding in the current theme showed that almost no one of the pre-service EFL teachers has experience and skills in working with SEN. Additionally, it shows that teacher in SEN should have special interests and special skills to work in settings where students with SEN were involved. About parent’s support, they mentioned that not only teachers play an important role, also SEN students’ parents too. Despite positive responses, participants still considering streaming is not beneficial for not SEN students and most of the participants agreed that it was very difficult to accommodate too many differences in the classroom.

4.4. Findings for the Research Question 4

4.4.1. Is there any Significant Difference in Concerns and Anxieties about Teaching within an Inclusive Education Classroom between Kazakh and Turkish Pre-Service EFL Teachers?

The comparison across individual items of Kazakh and Turkish pre-service EFL teachers’ concerns and anxiety about teaching in an inclusive setting was presented. When comparing the two countries’ participants view were almost similar, high value in the two countries. However, a small shift from the item 17, where Kazakh participants (m=1.57) were more positive to the idea that ‘you need to be special kind of teacher to teach students with special educational needs. The results showed a difference between the two countries indicating that the Kazakh teachers were more willing than their Turkish colleagues (m=1.35).

Table 4.4.1. Differences between Kazakh and Turkish pre-service EFL teachers’ concerns and anxiety about teaching in an inclusive setting

<table>
<thead>
<tr>
<th>Item</th>
<th>Kazakhstan</th>
<th>Turkey</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I have no experience in working with special education needs</td>
<td>1.00</td>
<td>1.03</td>
<td>-1.741</td>
<td>.082</td>
</tr>
<tr>
<td>9. I am concerned I will not have the skills required to teach special educational needs in an inclusive setting</td>
<td>1.94</td>
<td>1.77</td>
<td>2.085</td>
<td>.038</td>
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<tr>
<td>10. I think some people claim to have special educational needs to get extra attention and special treatment</td>
<td>1.69</td>
<td>1.59</td>
<td>1.333</td>
<td>.183</td>
</tr>
</tbody>
</table>

M: Mean    SD: Standard Deviation    t: t-test    p: p-value

(continues)
Table 4.4.1. Differences between Kazakh and Turkish pre-service EFL teachers’ concerns and anxiety about teaching in an inclusive setting (continues)

<table>
<thead>
<tr>
<th>M</th>
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<th>t</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>11.</td>
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<tr>
<td>Emotional and behavioral problems are often just an excuse for lack of self-discipline</td>
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<td>Kazakhstan</td>
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<td>12. Pupils with emotional and behavioral problems should be excluded from mainstream classes as they disrupt other pupils’ progress</td>
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<td>14. I think that parents are often to blame for their child’s poor behavior</td>
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<td>Turkey</td>
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<td>.818</td>
<td>2.968</td>
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<tr>
<td>16. Education has a first duty to look after the interests of pupils who are trying to learn</td>
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<tr>
<td>Kazakhstan</td>
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<tr>
<td>Turkey</td>
<td>1.30</td>
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<tr>
<td>17. I think you need to be a special kind of teacher to teach pupils with special educational needs</td>
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<tr>
<td>Kazakhstan</td>
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<td>Turkey</td>
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<td>18. I think you need a special interest in special educational needs to be an effective teacher of special educational needs</td>
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<td>Kazakhstan</td>
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<td>Turkey</td>
<td>1.46</td>
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<td>19. A teacher should be concerned with educational issues and not be expected to deal with a pupil’s emotional and behavioral problems</td>
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<tr>
<td>Turkey</td>
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<td>.845</td>
<td>2.012</td>
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</tbody>
</table>

M: Mean  SD: Standard Deviation  t: t-test  p: p-value

4.5. Findings for the Research Question 5

4.5.1. What are Kazakh and Turkish Pre-Service EFL Teachers’ Views on the Possible Difficulty Level of English Language Skills in the Process of Teaching in Inclusive Classrooms?

Professional readiness of future teachers to implement inclusive education for students with SEN is one of the priority educational tasks. The first question of the interview was “Do you have any idea about Inclusive education?” Based on the responses, many participants are not familiar with this type of education. Lack of special knowledge plays a negative role in the formation readiness of future teachers. After explaining the
main idea of inclusive education, the result surprisingly different than was expected. Few participants do not support the idea of inclusive education, the participant believed that schools should not be inclusive, it means that students with SEN should be grouped in a separate class or school. Also, they believed that the limited possibilities of the student determine the increased requirements for the teacher and also teachers do not cope with work in ordinary schools. They mentioned that the inclusion of teachers is associated with additional professional workload, emotional costs, attitude towards students with SEN is characterized to some extent by the prevailing stereotypes, especially with regard to students with intellectual disabilities and autism spectrum disorders. Therefore, they believed that students with SEN should study in a special class with special teachers.

*I will not be able to answer the questions, because don’t know what inclusive education is, I have never heard about it* (Interview Records, P7 KZ).

*I know that this is related to special education. However, I do not know about inclusive education practice* (Interview Records, P2 TUR).

However, few students have only a superficial understanding of inclusive education. Several participants attempted to give a definition of inclusive education. They expressed that type of education where all students including students with SEN study in the same educational institution.

*Yes, I heard about inclusive education. This education, intended for all students, involves students with SEN, the main task of this education is to adapt these people to society, to help develop communication skills and self-affirmation in society. I have a positive attitude, as I believe that we should not divide students into good and bad, healthy and sick. Because, first of all, we are people and we have the right to live in its full size* (Interview Records, P8 KZ).

On the question about training in this field of education, neither Kazakh nor Turkish participants had any kinds of education or training on inclusive education. And on the question about implementation students with SEN on their service-learning experience, all of them mentioned that negatively. The following graph compares the mean scores of Kazakh and Turkish pre-service EFL teachers’ responses as they perceived difficulty level of teaching English language skills: speaking, listening, reading, and writing, in their own perspectives.
As the results are shown in the bar graph, Kazakh (m=3.30) and Turkish (m=2.60) pre-service teachers considered reading skill as the highest challenging area in the process of teaching. Also, Kazakh participants indicated in the same vein speaking (m=2.70) and writing skills (m=2.70) as a most as the serious problem. Additionally, teaching reading skill (m=2.50) also was as a serious problem. Similar to Kazakh respondents, Turkish participants felt that listening (m=2.60), speaking (m=2.40), writing (m=2.30) skills as a serious problem. Accordingly reading (m=2.00) was considered as a minor problem.

The researcher asked to interpret their choice considering skills as the (most) serious problem and not a problem at all, the following questions were raised to both respondents:

1. Why do you think the item(s) is (are) ‘the (most) serious problem’ for you?
2. Why do you think the item(s) you selected is (are) ‘not a problem’ for you?

Listening. As the reason of rating listening as the most serious problem and serious problem, both Kazakh and Turkish participants believed that their attention plays an important role and it will problem while teaching with and without SEN students together. Majority of participants believed that students with SEN might have attention disorders. And they also believed that these students hardly concentrate on everything, their attention is unstable, very absent-minded, switching is poorly developed. Also, they were sure that these students are shy, and this leads to the fact that it will be difficult for the teacher to develop the student's communicative orientation. In the responses, the pre-service EFL
teachers stated that it will be a problem when listening to oral speech, especially coherent texts, dialogical speech because they have difficulty in sound analysis and phonemic hearing. Additionally, participants of the present study mentioned possible problems with other students and lack of necessary materials to use in the classroom. Surprisingly, none of the participants mentioned listening as ‘not a problem’.

In listening everyone may not listen to audio, so students who are distracted may not to understand the audio, the attention of everyone should be in the same place. For example, I will open any audio for listening, some of them will understand right away, and some of them will take 2-3 times. This may be a problem. If some of the students have understood in the first time, they can complain that he understood, and why should he listen to again (Interview Records, P1 TUR).

I think that it will be difficult to keep the attention of students because students with SEN often have scattered attention. Due to the fact that students are distinguished by various disorders, it is necessary to present material depending on their compensatory abilities (Interview Records, P 7 KZ).

Speaking. Revealed on only a few participants responses, teaching speaking skill might be also challenging. They stated that students with SEN lag behind in the development of all forms of thinking and it will be difficult for students to establish verbal and logical connections and speech will develop poorly. They noted that most problem in teaching speaking that students with SEN will be embarrassed to speak in foreign languages and afraid to make mistakes, be criticized. Therefore, the presence of a high level of anxiety, shyness in speaking to an audience can be challenging. As they also mentioned from their own experience as a student, teaching to speak English has not been given sufficient attention, so many of those who had graduated from school before could not speak English. However, there were some positive responses that teaching speaking in inclusive education will not be problematic.

I think learning to speak will not be difficult since it will be possible to use different technologies. For example, electronic collage, projects, presentations on various topics. This will create motivation for the student to create a good job with the correct pronunciation (Interview Records, P7 KZ).

Writing. As results showed, participants expressed that teaching writing can be challenging. However, they mentioned that limited self-organization, planning skills of the
student with SEN, that they need every time extra attention. Also, they expressed that if the student understands the grammar and structure of building the sentence, it is easy. But there may be a problem if this is an essay with academic and specific rules. Also, if in oral communication, the student can use a number of aids (gestures, facial expressions, intonation), then there are no such opportunities when using writing skill. Moreover, some participant rated writing as not a problem while they will teach to students with SEN. Pre-service teachers stated the success of the learning process depends on the proficiency of the teaching professional skills and methodological skills of the language teacher.

Written work takes much more time, plus if there is a student with SEN in the classroom, this will take even longer. Also, when answering questions, the respondent must be given a little more time to think about it, that is, the reaction of students may be slowed down (Interview Records, P5 KZ).

Teaching writing will not be problematic. For example, in primary classes, since written work is mainly performed on cards where assignments are given for the substitution of letter, the correlation of words, phrases, sentences with pictures, the correlation of English phrases, sentences with the native language, etc. (Interview Records, P6 KZ).

Other factors showed that writing skill can be also challengeable. Participants believed the same way as in possible challenges teaching previous skills, the lack of time will turn face on. When reading, it will be necessary to help the student to open the textbook, find the necessary page, show where we will read, that means the student cannot hold attention. Such moments will be found in any class, and student cannot for some reason to follow the lesson and does not deserve censure. Additionally, participants believed that the student’s native language can also affect own learning to read. The English alphabet presents many difficulties for all students whose native language is Russian, Turkish, Kazakh due to the differences that exist between the alphabets of these languages. Also, students can have difficulties to read words that are spelled differently and are read in the same way. As the main problem participants mentioned that to select appropriate texts and tasks based on the program corresponding to a specific period of study will be hard, otherwise, this leads to a lack of motivation of students with SEN.

I think special attention should be paid to the selection of texts for reading, taking into account the vocabulary and grammatical material available to students of this age. If a student finds it difficult to perform any task, his interest will very quickly fade away. Therefore, planning a lesson, I think it is necessary to move from simple exercises to more complex tasks (Interview Records, P6 KZ).
In reading, it is very important to understand the meaning of the text. In English, due to a violation of the phonetic discourse, a child may encounter the word ‘kar’ (Turkish word means “snow”) and the pronunciation of the word ‘car’ (in English). It might be difficult for students to read and understand (Interview Records, P2 TUR).

Reading. Few participants of the present study also believed that teaching reading will not be difficult. They stated that the teacher is tasked to teach students to read texts, understand and interpret their content with different levels of understanding in the information contained. Therefore, at the initial stage can be overcome easily if the teacher follows the methodological recommendations of methodologists and psychologists. Also, pre-service teachers stated that if the lexical and grammatical materials are well learned, it will not be difficult for the student with SEN to read and understand the text.

In my opinion, teaching children with disabilities to reading will be easy. You can start working with text by entering a new vocabulary. At the same time, oral mastering of new words can be accompanied by the display of their written samples, as well as visual materials (Interview Records, P2 KZ).

In general, one of the easiest skills is reading. You do not need a special application or method to teach it. It is in the human brain because it is the usual flow of information (Interview Records, P4 TUR).

Surprisingly, few participants mentioned that teaching all skills to students with SEN in an inclusive classroom is no problem at all. Pre-service teachers mentioned that students with SEN may not in a position to practice all skills any time independently. They also believed that all the improvement of students depends on the teacher. As far as the teacher improves himself, with proper training and adequate workload, the teacher can build the development of any student. Also, they stated that the psychophysical and physical characteristics of students with SEN should be considered, and it allows to plan goals, tasks and main areas of language instruction that meet the task to maximize students' independent activities, as well as develop their interest in the English language, culture of English-speaking countries, and stimulate communication activity. Participants realized that in order to increase students' interest in learning English, first of all, it is necessary to set clear goals for the teacher. All students should know and understand what they are doing on tasks and learn certain rules. All tasks that are given to students should be
carefully selected by the teacher. Also, they mentioned that modern information technology expands the range of types of educational activities, allows to improve the existing and generates new organizational forms and teaching methods which will help in teaching all skill.

*If a student's phonemic awareness is impaired, it is difficult for him to learn how to read and write, because he does not clearly hear the sound of speech. When writing, he also finds it difficult to determine which sound indicates one or another letter. The task is further complicated by the fact that the student must correctly catch a certain sound and present it as a sign in a fast stream of perceived speech. The process of mastering reading and writing causes the greatest difficulties for students with speech pathology. Therefore, this must be taken into account when dealing with such a student. To help them avoid personal problems: embarrassment, isolation, etc.* (Interview Records, P10 TUR).

*I do not think that teaching a student with SEN will be problematic. The organization of inclusive education should take into account the psychophysical characteristics of a student with SEN. I think that there is a developed set of exercises that makes it possible to train students in inclusive education* (Interview Records, P10 TUR).

To sum up, these responses showed by possible problems while teaching in inclusive settings can be concerned and better performed. All the evidence suggests a positive and negative attitude towards teaching students with SEN in an inclusive classroom. The results of the study indicate that the most majority of students of pre-service EFL teachers are not familiar with the term ‘inclusive education’ and some of the participants surveyed oppose co-education of students with and without SEN. Analyzing the factors that may make it more difficult for a teacher to work in inclusive education, we understand that pre-service teachers are most concerned about how to effectively organize the class, motivate all students and organize the interaction between students with and without SEN. However, they adequately assess the difficulties of working in inclusive education and their level of readiness to overcome them.
CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTION

The purpose of the current study was to investigate Kazakh and Turkish pre-service EFL teachers’ attitudes toward inclusive education and the researcher also aimed to find Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of English language skills in the process of teaching in inclusive settings. The participants of the study were pre-service teachers of state Universities in Kazakhstan and Turkey. The data were collected through questionnaire and oral interview. In this chapter, the conclusion of the findings and suggestions for further studies on the subjects will be presented.

5.1. Discussion on the Results of the Study

5.1.1. Similarities Between Kazakh and Turkish Pre-Service EFL Teachers’ View on Inclusive Education

Nowadays, the world is characterized by a tendency to an increase in the number of students with SEN and in need of special educational conditions. Inclusive education is a new stage in the development of education in general, it is a progressive way of learning, which has great prospects in modern society (Nehaeva, 2018).

The important step in preparing the education system for the implementation of the process of inclusion is the stage of psychological and value changes of its specialists and their level of professional competence. In the early stages of the development of inclusive education, the problem of unpreparedness of school organizations to work with students with SEN arises, there is a lack of professional competencies of teachers to work in an inclusive field, the presence of psychological barriers and professional stereotypes of teachers (Yudina, 2016). Therefore, it was aimed to see how pre-service EFL teacher ready to work in an inclusive classroom with SEN students.

This study was the first Turkish study to examine pre-service EFL teachers’ view on education in comparison with a sample from another country (Kazakhstan). When comparing the countries’ pre-service EFL teachers again confirmed that teachers’ view on inclusion may have different structures in different countries. However, the findings showed not a big difference between them. The first similarity between both participants that they had a positive view on teaching in an inclusive setting in ELT. However, the Kazakh sample expressed more positive. This could be seen as reaching and affecting all
aspects of the education system. Also, inclusion policy has been translated into practice for a considerably longer time in Turkey. This was in line in Alnahdi et al. (2019) study, there was compared Finnish and Saudi pre-service teachers’ attitudes towards inclusive education, the Finnish sample expressed more positive attitudes.

Chambers & Lavery (2012) pointed out to improve the pre-service teacher's attitude towards inclusive education, they should be given the opportunity to work together with SEN students so that they can understand the characteristics of the students in depth. However, this study has found that both Kazakh and Turkish participants had no significant knowledge about inclusive education. Also, this study has shown that all the participants of both countries had not had any experience in working with SEN students. This leads the fact that they did not have any training courses including teaching students with SEN or inclusive education. Sharma (2012) suggested that completing a course in inclusive education can significantly improve participants’ beliefs about inclusion and can also enhance their confidence levels. Also, she suggested to include such a course in teacher education programs. Similarly, as Rabi, Ghazali et al. (2018) highlighted that “[t]hrough special inclusive education topic, pre-service teachers studied many aspects of the inclusive education, such as the concept, definition, the needs for inclusive, the models whether full-time or part-time, classroom layout (setting), and the welfare and needs of inclusive students”. Similarly, on Taweechaisupapong (2015) study suggested:

One subject or module should be added to the pre-service teacher education to provide them with more enriched knowledge about inclusive education as well as methods or strategies for teaching students with special needs within the inclusive classroom. While another teacher mentioned that to be able to learn and know about how to manage teaching and learning process in inclusive classroom would help him move towards the direction of a success in inclusion in practice (p. 52).

Another significant finding from this research study and similarity between the two countries is that participants of both groups still appeared to be more comfortable with the traditional systems they knew. However, Kazakh participants were less positive than Turkish. This lead that teachers are afraid not to cope and they are afraid of responsibility, and to take risks. This is also what Lambe and Bones (2006) have emphasized. If ensure effective implementation, it is important that pre-service EFL teachers showed belief and positivity toward them (McNamee, 2016; Hamad Alnahdi & Saloviita, 2019; Sharma, Shaukat & Furlonger, 2016; Sharma, Forlin, Loreman, & Earle, 2006). Teachers intolerance manifested in the perception of this process as a problem that requires advanced training, additional efforts to work, willingness to change, professional search. It is also understood as the expectation of surprises and inhibition of the educational process,
an increase in the volume of usual work. In more traditional educational environments, the teacher has a clear role: teacher provides information to students. When introducing a more student-centered approach to class, the role of the teacher will change. The teacher no longer has a fixed role, he adapts to the situation.

The similarity between the two countries was that all schools should have inclusive education. Surprisingly, Kazakh participants showed higher positivity in making all students equal in education. Both participants believed that mainstream schools should be allowed to exercise policies and structures that cater only for the needs of certain students thereby excluding others with SEN. Their views were in line with Pingle’s (2015) and Shifere Bishaw (2013) study which state that inclusive education deals with human rights issues and helps in building stimulating relationships, it breaks barriers of prejudice and rejection.

While comparing their view on changing the education system in both countries, their responses were again similar. As Özdemir (2016) state that selective education system is the most advantaged, despite this fact that present study participants, pre-service EFL teachers agreed to change the education system in Turkey and Kazakh from selective to a nonselective. Because both counties education system assigns students to institution based on their sort of selection criteria. However, Turkish participants were a willingness on changing to a nonselective. One more similarity was identified that it is the best way to cater for all students with and without SEN, where Kazakh participants were more positive. This leads that all members of society should receive an adequate education, which will further help them to adapt to society, to realize their potential. However, as Lambe and Bones (2006) investigation showed different result that Northern Ireland participants were less positive to this fact about the advantages of a non-selective system. This finding was surprising because Northern Ireland has made the decision to abandon academic selection and it is imperative that teachers fully support this. In line with the statement findings of the present study, another similarity between the two countries was that they would prefer to teach in a selective system if given the choice. However, a small difference was that Turkish participants were more positive, while Kazakh participants were less positive. This could be the reason that both countries participants prefer traditional way where they have been experienced as a school student.

The similarity between Kazakh and Turkish participants was that parents should have the final say in which school their child attends. While retaining the right of parents to choose the type of educational institution for their child, specially organized pedagogical
mechanisms for familiarizing themselves with the practice of inclusive education are aimed at reducing tensions in the parent community, increasing confidence in the experience of inclusive education, encouraging parents to be active. Thus, parents raising SEN student are involved in the practice of inclusive education in order to support a new cultural phenomenon in the country - value attitude to a child, his rights and opportunities based on the principles of trust, humanity, and morality. By protecting and defending the interests of SEN students, society is moving towards the recognition of value and equality. Vera and Prošić-Santovac (2017) mentioned about consider co-working with psychologists and parents. Otherwise, not all parents of ordinary students are supporters of inclusion. These findings were similar to those in the Department for Education and Skills of England (2001) statement that teachers take into account the views of SEN students’ parents in respect of their child’s particular needs. The majority participants of the present study mentioned that the parent’s role is important to build their child’s appropriate behavior. Working as a team with parents and all teachers to learn what skills a student needs and to provide the best teaching approach. Parents know better about the condition of their child and are obliged to share information with the teacher. It is necessary for parents to take and support the learning process with all seriousness, which will be a prerequisite for the development of academic and personal skills of SEN student in an inclusive setting.

Another similarity between the two counties was that participants justified that they had no idea of inclusion. However, they few of them stated that inclusive education is a process of development of general education, which implies access to education for all, in terms of adapting to the various needs of all students, which provides access to education for students with SEN. The result was in line with the findings of Clough and Garner (2003), according to which there was no understanding of inclusion due to lack of knowledge, lack of will, lack of vision, lack of resources and lack of morality. Additionally, they were unsure whether they have the skills to teach SEN students in inclusive education. This was another similarity. This lead that they did not confidence on their own skills and they do not know the special methodology for teaching SEN students, including the goal and objectives, principles, methods, and techniques, as well as organizational forms and corrective orientation of inclusive practices. Although, they are not aware of the peculiarities of the psychophysical development of SEN students, and the possible problems that may arise during the practice. Petrova (2017) stated that teachers are not qualified or afraid to work with SEN students. This suggests that it is necessary to conduct more thorough preparation of pre-service teachers to work in the context of
introducing inclusive education at the university level, to fill the existing gaps in their knowledge. As Parsons and Beauchamp (1995) research study stated that teachers trained in SEN demonstrated greater teaching skills and more positive classroom climates than teachers who had no training in SEN. Also, SEN students whose teachers were trained to teach SEN students reported a greater emphasis on higher level thinking skills and on discussion and less emphasis on lecture and grades. As Duhan and Devarakonda (2018) mentioned ‘inclusion is important as it provides equal opportunities for all children’ (p.100).

Another similarity between Kazakh and Turkish participants was that this study’s pre-service teachers expressed accommodating students with SEN in an inclusive education would be detrimental to the progress of students without SEN and it is impossible to attempt and accommodate too many differences on one classroom. As in Ahsan’s (2014), research study resulted in high levels of concern about increasing workloads and was also most concerned about providing adequate attention to all students in an inclusive classroom. Similarly, Morgacheva’s study stated that learning to communicate does not solve the problem of learning for SEN students; moreover, she complained that the fullness of classes is already large enough, and SEN students need more attention. The concern that students without SEN will be ignored by the teacher. Also, there was suggested the pre-service teacher education curriculum may include strategies for mobilizing and more efficient use of resources to minimize teacher workload. To avoid these kinds of problems, Shuvalov (2016) pointed out that a series of training and seminars, held together with parents and teachers on joint training, will help to correct the situation. Special education includes work with special students, and both schools and teachers adapt to them. Integrated education through rehabilitation and adaptation adjusts a student with and without SEN to general education and finally, inclusive education, perceiving a student as he is, adapts the educational system to it. Additionally, Elizova (2013) mentioned that the advantage of inclusive education that student with SEN who studies in a general classroom creates a stereotype of apparent well-being because much of his/her training is lost on what he/she learns at the same intellectual background.

Another significant finding of the study and similarity between countries was that both groups of participants agreed with the statement that education has a first duty to look after in the interest of a student who is trying to learn. While Kazakh participants were more positive in some way. It could be seen as working with students’ motivation. The work of a teacher in the development of motivational factors of SEN students should be
carried out differentially, taking into account the individual motivational. Therefore, when working with these students, it is necessary to focus on the development of their ability to overcome obstacles that arise on the way to achieving the goal (Schmatz, 2008). This finding is similar to the findings in Lambe and Bones' (2006) study. In order to preserve interest in learning language, the teacher must develop students' motivation. Also, Lopatina (2015) stated that the key critical parameters are considered to be inherent to the individual: a personal experience, the context of activities, interests, and inclinations, emotions and feelings, ideology, status in the team. This allows students to cause true motivation.

5.1.2. Differences between Kazakh and Turkish Pre-Service EFL Teachers’ View on Inclusive Education

There are also some differences between the two countries. One of them was on the item that all teachers should experience on teaching students with SEN. The both participants showed a different result, where Turkish participants were positive. Surprisingly, Kazakh pre-service EFL teachers showed opposite respond while comparing with Turkish participants. They believed that while teaching with SEN students, teachers need to special teachers. Kazakh pre-service EFL teachers agreed that not only special teachers can teach English to students with SEN, but also general teachers as well. Studying the psychophysical characteristics of student and methodical aspects of special and inclusive education, every teacher should be able to organize the system of work with SEN students and learning difficulties to overcome; acquire practical skills necessary for independent experimental studies with the aim of improving correctional and educational work; and finally put into practice the idea of integrated education. This result is similar to Cavanaugh’s (2004) statement that “[a]ll regular education teachers are likely to encounter mainstreamed special needs students”. This lead that teacher should take different students, regardless of their real capabilities, behavioral characteristics, mental and physical health.

The findings of the present study identified another difference between Kazakh and Turkish pre-service EFL teachers. In this case, Kazakh participants agreed that academic excellence plays an important role in schools. Otherwise, the Turkish disagreed. As in Ekeh and Oladayo (2013), research study examined that all students in inclusive classroom settings obtained high academic achievement scores. It means that if all barriers to teaching and learning the language are removed, and students with SEN are given adequate attention and support services, their performance might be at par or surpasses of students
without SEN in the same classroom setting. Therefore, this may be the result of individual attention paid to students in inclusive classes, which puts them at an advantage over students without SEN in inclusive classes. As Turkish participants disagreed, they believed that promoting social inclusive better than academic excellence.

As the Alberta Learning Standards for Special Education (2004) begins with the statement that “educating students with special education needs in inclusive settings is the first placement option to be considered by school boards in consultation with parents and when appropriate, students” (p. 1). In line with this statement, another difference was shown in the findings of the present study, it revealed that Turkish participants were positive about giving a chance to school to decide which student to enroll in. However, Kazakh participants were negative about it. It leads that not only students must adapt to the new learning environment, but the school as well, also the education system, and the society must also be transformed to some extent. However, the task of inclusive education is very difficult to implement. Also, it is difficult to ensure that any SEN student is involved in the general education process along with everyone, fully satisfying all his or her educational needs. The general schools need comprehensive assistance from specialists in the field of defectology, correctional pedagogy, special, educational and social psychology, which will ensure understanding and implementation of approaches to the individualization of teaching students with SEN (Pronina, 2014). Therefore, this leads to a number of problems requiring timely solutions. These lead to the fact that school needs to have a chance to choose which students they can enroll.

One more difference was seen that Kazakh pre-service EFL teachers believed on the way that they could not be enough academically achieved while studying in inclusive education. However, Turkish participants disagreed with this statement. The reason of agreement of Kazakh participants could be a fear of educational inclusion, determined by ignorance of the essence of the new social process, recognition of the psychological dislike of SEN students, the inability to emotionally accept all children, fear of harming SEN students. Similarly, as SEN students who have anxiety in the foreign language classroom (Di Fino & Lombardino, 2014). Additionally, Kazakh participants believed that teachers need to be a special kind of teacher to teach students with SEN. This lead that teachers are not prepared to teach in an inclusive classroom, in which there are students with SEN take cautious, negative attitude, fear to get into a situation of psychological and professional discomfort.
Despite positive responses of Turkish, Kazakh participants still considering streaming is not beneficial for SEN students. However, it was found that it is especially valuable as it identifies the benefits of inclusive education for students without SEN, as evidence of benefits for students with SEN is widely known. This is because improving teaching pedagogy in order to support students with disabilities will inadvertently benefit all students. Also, co-teaching encouraged under this new ruling will give the students another learning opportunity (Vaughn, Schumm & Arguelles, 1997). Competent and systematic work of specialists and psychologists of schools will help ensure interaction between parents and teachers, make it more productive, identify ways of joint activities aimed at maximizing socialization of SEN students. Additionally, Turkish participants believed that the best way to ensure equality of provision is for all students to be educated in an inclusive classroom. This led to fact that all students, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics are included in the general education system and are trained together with their peers without SEN in the same general education schools. These general schools consider their special educational needs and provide their students with the necessary special support. Therefore, the Salamanca Statement and Framework for Action (1994) mentioned that:

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 effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (p.15).

5.1.3. Kazakh and Turkish Pre-Service EFL Teachers’ View on the Difficulty Level of English Language Skills

5.1.3.1. Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of listening skill. The results showed that the participants believed that listening skills are the most serious problem in teaching English in an inclusive setting. There were sure that students’ attention plays an important role and it will problem while teaching with and without SEN students together. Additionally, they expressed that students with SEN might have attention disorders. This means that during the EFL class, SEN students can easily become distracted, their attention can also slip from one object to another due to insufficient purposefulness and stability. Additionally, they shift attention from the whole to the parts, from the content to the form, from the essential to the unessential, which leads to inconsistency of reasoning, thinking, and speech. Thus, the focus and intensity of attention of a student with SEN are significantly reduced.
Otherwise, Shifere Bishaw (2013) study on VIS and EFL teachers stated different result and the participants of this study stated that with regard to other skills, both respondents rated listening as not a problem at all. It was also shown that teachers expressed that VIS has a special talent for listening because of this the burden of teaching listening to VISs is not so exhausting. Also, the current study’s pre-service EFL teachers stated that it can be a problem when listening to oral speech because they have difficulty in sound analysis and phonemic hearing. Therefore, according to the Russian typhoid educator Gudonis (as cited in Bondareva, 2017) stated that listening is the main available way of teaching VIS since hearing is the only way for them to get an education and learn English. Learning English by listening is a rather difficult task, but knowing English expands the educational opportunities of such people, allowing them to become part of the global educational environment and feel socially adapted in society.

Fatigue affects SEN students more strongly, which is why students’ attention fades much more often. For students without, lowering the intensity of attention or switching to another object is a kind of rest, but for SEN students, fatigue leads to a sharp decline in attention, switching causes it to break, which makes training much more difficult. Therefore, while teaching listening skills, the teacher needs to be careful with audio materials.

With the poorly functioning ear as an integrator of information, “[l]earning disabled children do not see a relationship between what they do and what happens to them” (Thompson, 2007). It is assumed that such a view of themselves and the world may prevent these students from actively seeking appropriate learning strategies.

**5.1.3.2. Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of speaking skill.** According to the data obtained through pre-service EFL teachers’ oral interview it was found out that teaching speaking in inclusive class is a serious problem.

As Islamova (2015) stated there are certain features in the perception of monologue and dialogical speech. It is easier to perceive the oral monologue speech of the teacher, but more difficult is the dialogic speech. However, present research study participants showed problems as a lack of necessary materials to use in the classroom. This is line with Bondareva statement (2017) that teachers working with SEN students may note that there are practically no suitable materials for teaching the blind to the English language at school or they are completely unavailable. While teaching in an inclusive classroom, teachers
need textbooks and didactic materials that meet the SEN students at each level of education in accordance with the chosen level and type of the program.

Another significant finding was noted that Kazakh and Turkish participants that the presence of a high level of anxiety, shyness in speaking to an audience can be challenging. It is very important to free the student from the state of anxiety associated with the fear of making a mistake. As Smirnov (2011) suggested this can be achieved by an approach based on the fact that the mistake is a normal phenomenon of the learning process. However, the teacher should be careful that the ease of dealing with errors in a natural speech situation does not extend to an artificial one. This can be avoided if the teacher notes the mistakes made by students in speech situations, with a view to correct them later in artificial situations. Therefore, the teacher needs to provide SEN students with necessary to use understandable everyday situations that are of practical importance for students. Teaching speaking skill should be carried out on familiar materials.

Shamshurova and Minina (2017) also considered working with students with SEN who have hearing impairments as problematic for teachers. The consequence of impaired hearing is speech impairment. The student does not understand the speech addressed to him or her, the teacher’s explanation of the surrounding speech, he or she may not even understand the text he has read, the lack of understanding of the speech makes it impossible to understand the text of an elementary task. Only of paramount importance is visual perception. This research study’s participants commented that students with SEN need always extra attention which is lead to the lack of necessary time in the class. To avoid such a problem, working with an assistant is the way to make meaningful EFL classroom with SEN students in inclusive education. It is beneficial to all students and teachers.

5.1.3.3. Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of reading skill. Another significant finding in this study was the difficulty level of reading skills in EFL classroom in inclusive education. Both of Kazakh and Turkish participants stated that on the reading tasks, there can be necessary to help the student to open the textbook, find the necessary page, show where we will read, that means the student cannot hold attention. Such moments will be found in any class, and student cannot for some reason to follow the lesson and does not deserve censure. Generally, the main problems with reading is an increase in the duration of the class and extra attention to each SEN students in the class. This finding is similar to the VIS students’ (Shifere Bishaw,
respondent that reading was considered as the most serious problem when they learn with students without SEN in inclusive settings. Also, VIS students’ teachers expressed that “[b]oth reading and writing are integrated skills which require understanding scripts, in this context reading and writing using Braille” (p.110). Teachers have not received any training in using Braille. Because of this, they were inconvenient to teach these two language skills that meet the needs of VIS in inclusive classes. However, Vorobeva and Katsap (2017) stated that mastering the alphabet takes much less time for than sighted peers whose native language uses Cyrillic alphabet, because the letters of the Cyrillic and English alphabets in Braille are almost identical.

Additionally, this study’s result was similar with Chisamba’s (2014) study. There were four in-service teachers who showed that SEN students had problems with pronunciation due to the influence of their first language. Participants of the present study mentioned that the student’s native language can also affect own learning to read. Most students have speech difficulties in their native language, which affects the mastery of a foreign language. Due to poor social and life experience, there is an extremely limited vocabulary and lack of coherent speech in the native language. The same with current study result, Mthethwa (2015) research study indicated some sort of concerns: reading instruction, early reading, teacher training and management of the teaching reading.

As Denivarova and Abdresheva (2015) stated when learning English, students with SEN experience certain difficulties: slow learning of the lexical material, syntactic structures and their active use in oral speech and difficult perception of grammatical categories and their application in practice. They cannot master grammatically difficult speech since the degree of learning a foreign language depends on the overall level of development of the student.

5.1.3.4. Kazakh and Turkish pre-service EFL teachers’ view on the difficulty level of writing skill. Writing at all stages of learning is used only as a learning tool that contributes to a more solid mastery of lexical and grammatical material, as well as the improvement of reading and speaking skills.

Pre-service teachers consider teaching writing and speaking as a serious problem next to reading. This finding is similar with Shifere Bishaw (2013) study. In teaching writing, giving feedback to students is in an important part of the process. This could be effective “if there is smooth communication between the teacher and students using writing
as a medium” (p.111). Such as presentations or guessing speaking activities can stimulate student with and without SEN to learn and work in the classroom.

As Padurean (2014) suggested, “teacher describes an item and the students have to guess or a child describes an object while the rest of them have to guess it”. These kinds of activities can motivate students to speak and participate in the classroom. It was also shown that pre-service teacher of Kazakhstan and Turkey were sure that the individual characteristics of students with SEN should be considered. They stated that it can develop their interest in the English language, the culture of English-speaking countries, and stimulate communication activity. Participants realized that in order to increase students' interest in learning English, it is necessary to set clear goals for the teacher. Therefore, Makarova (2016) suggested that a large number of games, different visual materials supports necessary for the assimilation of different structures. Also, the implementation of the lesson of the game elements or presentation increases the efficiency of the student in the classroom and contributes to the development of their cognitive interests. Similarly, as Van Kraayenoord et al. (2009) teacher needs to modify activities to support needs of students.

Another significant finding is that the main elements of successful improvement in writing is technology. It was with line Particia and Danling (2014) study. For example, different digital stories where all students can practice decoding prompts, use a graphic organizer, write interesting sentences and paragraph, etc.

To sum up all above-mentioned findings of the current study, it could be concluded that the majority part of Kazakh and Turkish participants had positive attitudes toward inclusive education. While comparing their responses it was shown that there were small significant differences between the two countries. Participants believed that integrating inclusive education into the language classes improves the quality of education, socialization of all students, changing the system itself, and accepts a student at the level of the whole school. However, pre-service stated possible difficulties in teaching language in an inclusive classroom. Those possibilities can be a barrier in their future experience. Thus, inclusive processes in education not only contribute to the normalization of the lives of students with SEN but also affect the success of students without SEN by improving the pedagogical skills and professional competence of teachers.
5.2. Conclusion

The starting point for this study was to investigate and compare Kazakh and Turkish pre-service EFL teachers’ view on inclusive education in ELT. Additionally, the present study examined their views on the difficulty level of English language skills in the process of teaching in inclusive settings. The participants were pre-service EFL teachers from Kazakhstan (200 participants) and Turkey (200 participants). They were third and fourth-grade students of state universities of both countries. There were some concerns of the researcher at the very beginning of the study. Those concerns were participants’ lack of knowledge about inclusive education. Therefore, the pre-service teachers have introduced the general understanding of inclusive education at the very beginning of the research and all the functions were introduced and explained to the participants. Despite all those concerns, the researcher expected that the students would have opportunities for interaction and communication. Therefore, TAIS questionnaire and oral interview were given to examine all participants. the reliability of the questionnaire was calculated on SPSS 23 software program and interview answers were coded depend on teaching language skills in inclusive settings.

The results showed that the students’ view on EFL inclusive classroom were positive. While comparing all the data of both country pre-service EFL teachers were shown that they had small differences. However Kazakh participants had more positive view on teaching in inclusive settings. Although participants believed that integrating inclusive education into the language classes improves the quality of education, socialization of all students, changing the system itself, and accepts a student at the level of the whole school.

However, pre-service stated difficulties in teaching language in an inclusive classroom. Those possibilities can be a barrier in their future experience. Thus, inclusive processes in education not only contribute to the normalization of the lives of students with SEN but also affect the success of students without SEN by improving the pedagogical skills and professional competence of teachers. As result indicated students with SEN have communicative skills problems, they need more interaction with other students. Teachers need to control their emotions and attentions to keep the class active. Additionally, the strongest problem in teaching EFL to SEN student is listening skill. Their native languages can affect in improving reading skill. Therefore, they need to be clearly instructed and in the initial stages of teaching teachers need to think and to choose appropriate materials, aimed at creating motivation to learn foreign languages. The specifics of teaching EFL to
SEN students implies a large number of games, entertaining material and the presence of visual supports necessary for the assimilation of various structures.

Another important result was that the participants in this study believed that the main task of a foreign language teacher who teaches in an inclusive classroom as well as the school is to create an educational environment in which the whole learning process will ensure that all students achieve the necessary educational chain involves the use of effective strategies aimed at predicting and removing difficulties in learning a foreign language that arises for each student of the class.

Sum up all the above-mentioned issues, it can be expressed that inclusive education reveals opportunities for active work in the lessons and provide equal access to education for all students.

5.3. Suggestions

5.3.1. Suggestion for Classroom Implementations

This study mainly investigated pre-service EFL teachers’ views on inclusive education in ELT. They highlighted problems as a lack of training in special education and inclusive education. Therefore, it is recommended to integrate the course into the ELT program curriculum as ‘inclusive education’ or ‘special education’, considering the results of this study and the studies mentioned.

5.3.2. Suggestions for Researchers

The current study was administered with the third and a fourth-year student of an ELT program of the three state Universities in Turkey and Kazakhstan. Learners of first and second-year students of this program can participate in further studies we can reveal their views towards teaching in an English inclusive class. This would help us to understand the readiness of students to implement inclusive education in their future experiences. Moreover, the findings of the current study revealed that most of the students never heard about the terminology as ‘inclusive education’. Since Turkey and Kazakhstan decide to implement this education in all general school, all future teacher should be aware to effectively work with SEN students in inclusive education.

In the present study, the participants were pre-service teachers of a single state university in Turkey and two state university in Kazakhstan. Future studies might be conducted using additional data from other universities of Turkey and Kazakhstan. Additionally, this study was the first Turkish study to examine pre-service EFL teachers’
attitudes towards inclusive education in comparison with a sample from Kazakhstan. Further research studies can include universities from other countries.

As the sample size in this study was limited, so it is recommended that the sample size of future studies should be increased in order to have more reliable data. With a larger number of participants, the researcher can collect more reliable data.

Finally, it is suggested for further studies, that it might be conducted with teachers who have experienced in teaching with SEN student in an inclusive classroom. And also, it is suggested to make a comparison between pre-service and in-service EFL teachers view toward teaching with SEN students in an inclusive classroom. Therefore, collecting both pre-service and in-service EFL teachers’ views can be more effective in terms of the richness of views on teaching English in inclusive education. Also, it might be interesting to observe apart the views of female and male.
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APPENDICES
Dear Participant!

I greatly appreciate your valuable time and effort that you will spend filling out this questionnaire. Please note that all information included in this survey is confident and will only be used for research purposes.

Aizat Zhalelkanova
APPENDIX A. Example of Questionnaire items

* The following example of questionnaire items is adapted from the Teachers’ Attitudes toward Inclusive Education Scale (Lambe & Bones, 2006).

Please click on the line as appropriate.

I. I am: 1. Male ____ 2. Female ______
II. What is your age? _____ years old.

Please provide your level of agreement with the following statements; click the number to represent your level of agreement.

<table>
<thead>
<tr>
<th>№</th>
<th>Items</th>
<th>Agree (1)</th>
<th>Do not know (2)</th>
<th>Disagree (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think all teachers should experience teaching pupils with special educational needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>I think that streaming is the best practice for dealing effectively with pupils of different abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>It is more important for schools to promote academic achievement than social inclusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>I think that changing the education system in Turkey / Kazakhstan from selective to a nonselective one is the best to cater for all pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The most important role of a school is to ensure academic excellence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Mainstream schools should not be allowed to exercise policies and structures that cater only for the needs of certain pupils thereby excluding others with special education needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Item wording changed from the original Sources of the Teachers’ Attitudes toward Inclusive Education Scale (Lambe & Bones, 2006). The original wording for item is included below:

#4 - I think that changing the education system in Northern Ireland from selective to a nonselective one is the best to cater for all pupils
APPENDIX B. Oral interview questions

* The first three questions of the oral interview were designed by the researcher herself. The 4th-6th questions were taken from Shifere Bishaw’s (2013) study. The researcher sent a request for permission via e-mail to use these questions. Based on this request, the author was positive to allow the researcher to use and reproduce the 4th-6th interview questions.

1. Do you have any idea about Inclusive education?
2. Have you had any kinds of education or training on inclusive education?
3. If yes, what did you learn about implementation students with special needs from your service-learning experience?
4. Based on your knowledge, to what extent the following skills and sub skills are difficult to teach in an EFL inclusive class with students with special needs. Use the following scales and show your preference by circling the number across each item. Scale:
   (4) Most serious problem
   (3) Minor problem
   (2) Serious problem
   (1) Not a problem at all

<table>
<thead>
<tr>
<th>No</th>
<th>Skills and sub-skills</th>
<th>Most serious problem (4)</th>
<th>Serious problem (3)</th>
<th>Minor problem (2)</th>
<th>Not a problem at all (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>1</td>
<td>2</td>
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<td>Listening</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Speaking</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. Why do you think the item(s) you selected is (are) the/a *(most) serious problem* for you to teach? Please give your reasons.

6. Why do you think the item(s) you selected is (are) *not a problem* for you? Please give your reasons……………………………………………………………………………………………………………………………………………………………………
APPENDIX C. Oral Interview Questions (Kazakh Version)

1. Инклюзивтік білім туралы қандай да бір түсініңіз бар ма?
2. Инклюзивтік білім беру саласында біліміңіз немесе тренингтеріңіз бар ма?
3. Егер солай болса, жұмыс тәжірибесінен ерекше қажеттілігі бар студенттер туралы не білдіңіз?
4. Инклюзивті ағылшын тілінде ерекше дағдылары бар студенттерге шет тілдік класс ретінде келесі дағдыларды үйрену қандай екенін білуіңізге негізделген. Келесі таразыларды колданып, әрбір ұстанымдағы нөмірді дәнгелектеу арқылы карауыңызды көрсетіңіз:

<table>
<thead>
<tr>
<th>No</th>
<th>Дағдылар</th>
<th>Ең күрделі проблема (4)</th>
<th>Шамалы проблема (3)</th>
<th>Күрделі проблема (2)</th>
<th>Проблема емес (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Оку</td>
<td>1</td>
<td>2</td>
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<td>2</td>
<td>Тыңдау</td>
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<td>3</td>
<td>Сөйлеу</td>
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<td>Жазу</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

5. Сіз тандған тақырып(тар) сіз үшін не себептен “ең күрделі проблема немесе күрделі проблема” мәселесі деп санайсыз?
6. Сіз тандған тақырып(тар) сіз үшін не себептен “проблема емес” мәселесі деп санайсыз?
APPENDIX D. Oral Interview Questions (Turkish Version)

1. Kapsayıcı eğitim hakkında bir fikriniz var mı?
2. Kapsayıcı eğitim konusunda herhangi bir eğitim veya öğretim yaptınız mı?
3. Evet ise, hizmet öğrenme deneyiminizden özel ihtiyaçları olan öğrencilere uygulama hakkında ne öğrendiniz?
4. Bilginize dayanarak, aşağıdaki becerilerin İngilizce Yabancı Dil içeren bir sınıfta, özel ihtiyaçları olan öğrencilerle öğretmesinin zor olduğu ölçüde. Aşağıdaki ölçekleri kullanın ve her bir öğe boyunca sayıları daire içine alarak tercihinizi gösterin:
   (4) En ciddi problem;
   (3) Küçük problem;
   (2) Ciddi problem;
   (1) Hiç sorun değil.

<table>
<thead>
<tr>
<th>No</th>
<th>Beceriler</th>
<th>En ciddi problem (4)</th>
<th>Küçük problem (3)</th>
<th>Ciddi problem (2)</th>
<th>Hiç sorun değil (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Okuma</td>
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<td>2</td>
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<td>Yazma</td>
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# CURRICULUM VITAE

## Personal Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Aizat</th>
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<tbody>
<tr>
<td>Surname</td>
<td>Zhalelkanova</td>
</tr>
<tr>
<td>Birthplace and date</td>
<td>Öskemen, Kazakhstan 30.12.1994</td>
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<td>Nationality</td>
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## Education

<table>
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<tr>
<th>Primary education</th>
<th>The regional specialized school for gifted children named after Zhambyl, Kazakhstan</th>
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<tr>
<td>Secondary education</td>
<td>Kazakh-American Free University College, Kazakhstan, Translation Studies</td>
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<tr>
<td>Higher Education (Undergraduate)</td>
<td>Kazakh-American Free University, Kazakhstan, Department of Foreign Language Education English Language Teaching Program</td>
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<tr>
<td>Higher Education (Master)</td>
<td>Pamukkale University, Turkey Department of Foreign Language Education English Language Teaching Program</td>
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## Foreign language

| Foreign Language Name | English, Turkish, Russian |

## Personal experience

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<th>Professional experience</th>
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<td>2016-2019</td>
<td>Private language courses</td>
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