

CHAPTER 9: CALL FOR BUILDING INCLUSIVE PEDAGOGICAL COMPETENCIES IN EFL TEACHER EDUCATION AMIDST GLOBAL AND LOCAL CHANGES

Ayfer SU-BERGİL 

Abstract

The obligations and responsibilities of regular education teachers have experienced significant changes since the global paradigm shift from exclusive to inclusive education. Thus, inclusive pedagogical competencies that refer to the skills, knowledge, and attitudes of teachers to create a welcoming and supportive learning environment regarding the diverse needs of their students gained utmost importance in English language teacher education. Inclusive pedagogy in English language teaching recognizes the importance of valuing and respecting learners' diverse backgrounds, experiences, and abilities and aims to guarantee equitable access to education for every learner. In this aspect, this chapter attempts to offer a review on the research and practices of inclusive education in foreign language education by 1) explaining the content of inclusive education, 2) focusing on the inclusive pedagogical competencies of English as a foreign language teacher education, and 3) highlighting the inclusive education tendencies in recent past ELT(E)/EFL studies through document and thematic analysis methods. Last but not least, this chapter makes an effort to envisage the context of English language teacher education, basing the competencies of English language teachers on the principles of inclusive education, and calls for more research that will open the doors for everyone.

Keywords: Inclusive education, inclusive pedagogical competencies, EFL teacher competencies, inclusive education in ELT(E)/EFL

1. Introduction

In today's rapidly evolving world, characterized by increasing globalization and diverse cultural exchanges, the field of English as a Foreign Language (EFL) teaching faces new challenges and opportunities. As educational systems adapt to the changing needs of learners, it becomes crucial to ensure that EFL teachers possess the necessary pedagogical competencies to create inclusive and empowering learning environments (Majoko, 2019).

The call to build inclusive pedagogical competencies in EFL teacher education arises from the recognition that education is not a one-size-fits-all concept (OECD, 2023). Students come from varied backgrounds, possess different learning styles, and have unique linguistic and cultural identities. As such, EFL teachers must be equipped with the skills and knowledge to effectively engage and support a diverse range of learners, fostering their linguistic, social, and emotional development.

This call is particularly significant amid the global and local changes that impact EFL teaching. Globalization has brought about increased migration, cultural diversity, and interconnectedness, resulting in classrooms that are more multicultural and multilingual than ever before. Rapid advancements in technology and the growing importance of digital literacy further add to the complexity of language teaching. These changes necessitate a paradigm shift in EFL teacher education, one that embraces inclusivity and prepares teachers to respond to their learners changing demands.

The purpose of this call is to emphasize the urgency of integrating inclusive pedagogical competencies into EFL teacher education programs. By doing so, we aim to empower EFL teachers to cultivate an environment that respects and celebrates diversity, facilitates effective language learning, and nurtures the holistic development of learners. This approach goes beyond the acquisition of linguistic skills, encompassing intercultural understanding, empathy, critical thinking, and the ability to adapt teaching strategies to meet individual student needs (Navarro Martell, 2022).

Through a comprehensive and interdisciplinary approach, EFL teacher education programs can equip teachers with the necessary tools to create inclusive and transformative learning experiences. This involves incorporating intercultural communication, anti-bias education, differentiated instruction, and culturally responsive teaching methods into the curriculum. By developing these competencies, EFL teachers will be better prepared to address the linguistic, cultural, and socio-emotional dimensions of language learning, thus promoting equitable educational opportunities for all students.

In conclusion, as the world becomes more interconnected and diverse, it is essential to prioritize the development of inclusive pedagogical competencies (Majoko, 2017; 2019; Pantić, 2015) in EFL teacher education. By acknowledging the global and local changes impacting language teaching and learning, we can foster a new generation of EFL teachers who are not only proficient in language instruction but also skilled in creating inclusive and empowering

educational environments. This call invites educational institutions, policymakers, and EFL professionals to collaborate and invest in teacher education programs that embrace inclusivity, ensuring that every learner can thrive and succeed in the dynamic landscape of language education (Navarro Martell, 2022).

2. The Concepts of Inclusion and Inclusive Education

Inclusion and inclusive education are concepts that revolve around creating equitable and supportive learning settings that accommodate all learners' varying demands, regardless of their abilities, backgrounds, or identities. These concepts aim to ensure that every student, including those with disabilities, cultural differences, or other unique characteristics, is provided with equal opportunities to participate, learn, and succeed within the educational setting (UNICEF, 2017, 2020).

Inclusion goes beyond mere physical presence in the classroom. It emphasizes the active engagement and full participation of all students in educational activities, social interactions, and the overall school community (Stubbs, 2008). Inclusive education recognizes and values the individual strengths, abilities, and potential of each student, while also acknowledging and addressing their specific challenges or barriers to learning.

At its core, inclusion is a mindset and a guiding principle that permeates all aspects of education. It promotes the belief that diversity should be celebrated, and that differences in abilities, backgrounds, and identities should not be seen as obstacles but rather as valuable resources for learning and growth. Inclusive education seeks to foster a sense of community, acceptance, and respect for every student, fostering a positive and supportive learning environment (UNICEF, 2017; 2020; OECD, 2010; 2023).

Woodcock et al. (2022) claimed that to achieve inclusion, educational practices and policies need to be created and put into practice in a way that accommodates the diverse learning needs of students. This involves providing appropriate instructional strategies, support services, and resources to enable students to access the curriculum, participate meaningfully, and achieve their full potential. Inclusive education also involves collaboration among teachers, support staff, parents, and the wider community to ensure the provision of a holistic and inclusive educational experience.

In summary, inclusion and inclusive education embody the principles of equity, respect, and equal opportunities for all learners. They recognize and embrace the diversity and unique characteristics of learners, while promoting a supportive and inclusive learning environment where every student can thrive, learn, and contribute to the best of their abilities.

3. The History of Inclusive Education

It is stated that the basis of inclusive education is founded on the research conducted in the 1800s on special learning disabilities (Hornby, 2014). It is reported that in the classrooms where inclusive education takes place, both the special education teachers and the teachers who teach in the regular classrooms share the responsibilities, as well as the creation of an environment where the needs of the learners are met, and the goals that are aimed to be gained by the students of the same age with the individualized education program are similar (Causton & Tracy-Bronson, 2015). It is stated that in the last 30 years, practices, and policies towards special education, especially in pre-school special classes, have encountered an alternative method, which is described as an inclusive education approach (Hornby, 2014). The World Conference on Special Needs Education: Access and Quality, which evaluated policies for all children with 25 international organizations and more than 300 participants, was held in Salamanca, Spain, in 1991. It was based on the premise that education is a fair and equal fundamental human right. In schools, the understanding of serving individuals with special needs is emphasized (UNESCO, 2009).

In the beginning, it was argued that individuals with special needs should receive boarding education in separate, private schools opened for them, and it is stated that an application was carried out that caused these individuals to stay away from the society. It is reported that individuals with special needs began to receive education at the secondary level in the 1930s, and since the second half of the 20th century, special classes were opened in order for individuals with these characteristics to receive education without being kept away from the society, and then they were placed in schools where general education was carried out close to their home (Çitil, 2012). Causton and Tracy-Bronson (2015) state that individuals with disabilities did not have the right to education before 1975, and the costs of educational areas were covered by their families. Causton and Tracy-Bronson (2015) also identified the ‘All Children with Disabilities Act (PL 94-142)’ of 1975 regarding the amendments to special education and the ‘No Child Left Behind (NCLB)’ of 2001 for Primary and Secondary Education. It draws attention to the steps taken for individuals with disabilities by the Act (PL 107-110). Causton and Tracy-Bronson (2015) underline that individuals started to receive education in state

institutions by protecting their legal rights with the law in 1975, and they report that with the increase in the participation of disabled individuals in the education process in normal classrooms in the 1990s, the responsibilities of teachers were shaped accordingly, and they were frequently included in the public opinion. In addition, with the law in 2001, the education standards of all students, especially those with disabilities, were determined. UNESCO (2009) states that inclusive education can be achieved by making education in ordinary schools more inclusive for all children and can be more productive without discrimination. In this context, UNESCO (2009) lists some organizations that support inclusive education as follows:

-
- 1948 Universal Declaration of Human Rights
 - 1952 European Convention on Human Rights
 - 1960 Convention Against Discrimination in Education
 - 1965 Convention on the Elimination of All Forms of Racial Discrimination
 - 1966 UN International Covenant on Economic, Social and Cultural Rights
 - 1971 UN Declaration of the Rights of Persons with Intellectual Disabilities
 - 1975 UN Declaration on the Rights of Persons with Disabilities
 - 1979 Convention on the Elimination of All Forms of Discrimination against Women
 - 1989 UN Convention on the Rights of the Child
 - 1990 International Convention for the Protection of the Rights of All Migrant Workers and Members of their Families.
 - 1993 Standard Rules for Equal Opportunities for Persons with Disabilities
 - 1994 Salamanca Declaration and Action Plan
 - 1999 Convention on the Prohibition and Immediate Action to Eliminate the Worst Forms of Child Labor
 - 2000 World Education Forum, Dakar
 - 2005 Convention on the Protection and Promotion of Diversity in Cultural Expressions
 - 2006 UN Convention on the Rights of Persons with Disabilities
 - 2007 United Nations Declaration on the Rights of Indigenous Peoples 2010-220 European Union Disability Strategy
-

Figure 1. Legal frameworks supporting inclusive education (UNESCO, 2009)

The history of inclusive education dates back to ancient times and the history of inclusive education can be evaluated in dimensions based on historical processes occurring in the world and in our country. It is stated that inclusive education in our country dates back to the Ottoman period and the roots of special education services were also realized in this period (Çakıroğlu, 2016). It is stated that in this period, special education institutions were in Enderun schools and

gifted students were included in these institutions. They were the first samples of systematic education in the world, and the studies on gifted students were carried out for the first time in Turks in the 14th century (Çitil, 2012). In addition to this, Çitil (2012) states that the formal education of special education students with different characteristics began in the 17th and 18th centuries, and that the first private education institution implemented in the Ottoman period, the Mute School, which was opened in 1889, was for the deaf and dumb. Çakıroğlu (2016) reports that the İdil Biret Suna Kan Law (Wonderful Children Law) was passed in 1948 to protect the rights of gifted students during the Republican era.

Researchers state that there are some laws and regulations for students who need special education in the 1980s (Çakıroğlu, 2017; Diken & Batu, 2010). In this context, Çakıroğlu (2017) states that the first regulation on special education services dates back to 1960. The Law No. 2916 on Children in Need of Special Education took place in 1983 and that there are definitions, principles, institutions, and duties for special education in this law, and regulations are published for the identification of students with special needs, their proper placement and follow-up.

It is reported in the sources that the Decree No. 573, published in 1997, contains regulations on the general objectives of national education for students in need of special education and the use of their right to receive general education and vocational education for this purpose (Çakıroğlu, 2017). Cavkaytar (2015) reported that changes were made in ‘Disabled Persons and Some Laws and Decrees’ in 2005 regarding students with special needs. In addition, with Law No. 5378, it was emphasized that people with special needs should exist not only in a single area but also in the social area.

Since opening its borders, our nation has welcomed many foreign nationals and taken them under its protection. These people are primarily included in education, and foreigners in schools are not indifferent to this bad situation that humanity is experiencing. Recent internal and external wars in various countries have caused people to migrate to different countries. It is known that it necessitates the creation and implementation of more inclusive approaches in order to ensure the active participation of nationals in education.

It is stated that the legislation for the education of students with special needs is comprehensively regulated in our country, but there is no regulation regarding inclusive education in terms of gender, religion, language, origin, and social economy (ERG, 2017). In addition, it is reported that inclusive education in our country is understood as the integration

and education of individuals with disabilities and special needs in general education schools who have been diagnosed for a long time (Sakız, 2015).

ERG and UNICEF worked on inclusive education in our country in 2014-2015, and according to the results of the internationally applied experience, according to the results of the study, it is aimed to raise awareness and inform teachers, students and parents about the spread and sustainability of the inclusive education approach; renewal of curricula, materials that can be used in practice, in a way that supports teaching. It is emphasized that educational design for teachers and the implementation of these designs should be taken (ERG, 2016). With these aspects, it is useful to examine the views on the basis, resources, and systems of the inclusive education approach. Below are the explanations of basic concepts according to Stubbs (2008, p. 40):

Concepts for students	Education system and concepts for schools
• Education is the fundamental right of all individuals. • Learning begins with the birth of the individual and continues throughout life. • All children have the right to receive education in their community. • Every child can learn but may experience difficulties. • All students need self-learning. • It is for the benefit of all individuals that the education in which the child is the focus is supported.	• It is broader than formal education. • It is flexible and has a sensitive structure. • It has a structure that meets the necessary environment for education. • Schools need to be developed and effective. • The whole school should carry out the process jointly and collaboratively.
Concepts for diversity and discrimination	Concepts for processes that promote inclusion
• There is a struggle against discrimination and exclusionary situations. • Diversity is not seen as a problem, on the contrary, it is embracing. • To prepare a society that respects and values individuals from differences.	• It envisages overcoming barriers to participation and exclusion. • Increasing participation and joint action for cooperation are emphasized.

	• There are participatory method, participatory method, action research, collaborative inquiry.
Concepts for resources	
• It includes using local resources and redistributing existing resources. • Individuals (children, parents, teachers, members of other groups, etc.) are perceived as the main resource. • Supports such as mother tongue education, Braille alphabet, assistive devices are needed in schools for different individuals.	

Figure 2. Basic concepts of inclusive education

4. Fundamentals and Justifications of Inclusive Education

The basic condition of inclusive education is expressed as creating appropriate environments and situations in general education, which includes all children, and realizing it with necessary precautions, and it is stated that the inclusive education approach is adopted in many international institutions (ERG, 2017). Inclusive education is characterized as an approach that embraces all students and the education system, school, classrooms, transportation, playgrounds should be suitable for every student where all students should learn together in the same school (UNICEF, 2017).

Everyone has unique characteristics, interests, abilities, and learning needs, according to UNESCO (1994), and as a result, education rights are created and implemented in a way that will meet those needs. Additionally, general education schools should offer education for all students using appropriate and effective materials. According to UNESCO (2001), inclusive education enhances the learning of both people with and without disabilities, ensures their understanding, fosters social cohesion, lessens prejudices, and helps make people with disabilities better able to work and make contributions to society in both an economic and social sense.

In this context, UNESCO (2001) and UNICEF (2017) present the educational, social and economic justifications for inclusive education and accordingly, it is stated that there may be more inclusive societies where all children learn more effectively, participation is strengthened in terms of socialization, and the economic reason is that the economic cost will decrease as more institutions are not opened for students with different characteristics (UNICEF, 2017).

4.1. Economic Justifications

It is stated that in the past, special education programs for students with special needs for economic reasons caused the exclusion of students and failed (UNESCO, 2005). In today's inclusive education approach, it will be effective for all individuals to receive education together in terms of cultural, economic, social, origin, religion, and language (OECD, 2010). As declared, institutions opened for students with different characteristics due to the failure of this union will increase segregation and be costly in economic terms, and inclusive education will be of low cost and high quality for all students (UNESCO, 2001). Instead of opening different schools for students with different characteristics, supplying these schools with equipment and assigning additional teachers, all the needs of inclusive schools can be met, and contribution can be made to the development of inclusive schools.

4.2. Educational Justifications

According to the educational theory, inclusive education entails co-education for all students, the development of practical and effective teaching techniques that improve students' academic performance and success, the development of teaching methods and techniques that cater to the individual needs of all students who study together and have different characteristics, and the creation of high-quality educational institutions. It is reported that offering it will provide fruitful outcomes (UNESCO, 2001). According to reports, pupils who attend schools that do higher on international tests like the OECD's PISA (2010) benefit from equitable educational and training opportunities regardless of social and economic factors.

4.3. Social Justifications

It is accepted that all students receive education in the same environment, develop positive attitudes towards individuals with different characteristics, and social cohesion will be ensured without discrimination and exclusion. In addition, in the Salamanca Declaration and the Framework for Action (1994), it is argued that the struggle against prejudice and exclusion, as well as everyone's right to an education, take place in schools that practice inclusive education (Aktekin, 2017; Tomlinson, 2005).

In addition to the economic, educational, and social justifications, the articles on children's education rights in other national and international conventions, including Articles 23 and 28 in the United Nations Convention on the Rights of the Child, constitute the legal justification, which is another justification for inclusive education.

5. Legal Basis for Inclusive Education

UNICEF (2017) emphasizes that human rights are integrated with each other, and that an effective education can be achieved by realizing not only the right to education, but also all other rights, it will essentially open the door for the inclusion of the opportunity to education in other rights. Akgündüz (2019) states that every nation and international community accepts the right to education, and that inclusive education forms the basis of this. In addition, it sees education as the principles of an inclusive education that includes everyone, defends the rights of all children, and emphasizes that each individual has different characteristics, interests, abilities and learning needs. Aktekin (2017) draws attention to the importance of the articles that state that the right to education is the right of all children, which is emphasized in international conventions, and underlines that these articles have become a responsibility that must be fulfilled regardless of whether they have a language, religion, origin, physical or mental disability in terms of education.

When the literature is examined, it is seen that all national and international agreements constitute the legal basis of inclusive education (Hyde, 2014; Yazıcıoğlu, 2020; Yılmaz & Melekoğlu, 2018). New contracts and agreements continue to be signed within the framework of these national and international agreements. Inclusive education is being built on more solid foundations day by day and is becoming the focus of education with new contracts.

6. The Difference of Inclusive Education with Special Education and Mainstream/Integrated Education

It is stated that inclusive education is not understood despite its increasing prevalence, and when it is fully understood, the contradictions will disappear. It has been claimed that many nations lack an understanding of other ideas combined with inclusive education, making it essential to explain some concepts in order to grasp inclusive education and for the disparity in inclusive education to become apparent (Stubbs, 2008).

In this context, Stubbs (2008) states that difference will emerge clearly when the basis of these concepts is understood in order to distinguish that they are confused with special education and inclusive education. In addition, Stubbs (2008) explains that the basic principles and values accepted about why the definitions of these concepts are important will lead to different results, limit inclusive education practices, prevent them from running successfully, and prevent the deepening of inclusive education in practice due to its culturally expanding structure.

Stubbs (2008) explains that in different countries, special education is in the form of a completely separate education system, that this situation has recently been objected to within the scope of human rights activities, and that the main concept of 'private' is a learning need. In special education, it is accepted that the problem is not the system itself, but the individual itself, and it is stated that there are separate schools for such students (physically, mentally, hearing, visually impaired) by segregating the individual according to their disability, that students with similar disabilities are supported to develop their strengths, overcome their perception deficiencies, overcome their problems and their own limits (Mariga et al., 2014).

Mainstream education is defined as the placement of students with disabilities in regular classrooms and receiving education at certain intervals in line with their skills (UNESCO, 2017). Furthermore, according to UNESCO (2017), the system used in regular classrooms, like in special education, is not seen as a problem in and of itself, the student is seen as a problem, the school is not prepared for the student, but the student adapts to the school, there is an effort to integrate disabled students into regular classrooms, and little attention is paid to the students' learning. Mariga et al. (2014) emphasize that their focus is on the student rather than the system or the teacher.

When the characteristics of normal education, special education, mainstream/integrated education, and inclusive education are examined, the differences emerge clearly as shown in the figure below:

 Normal Education: - square pegs for square holes - 'normal' children - 'normal' teachers - 'normal' schools	 Special Education: - round pegs for round holes - 'special' child - 'special' teachers - 'special' schools
 Mainstream/Integrated Education: - change the child to fit the system - system stays the same - child must adapt or fail	 Inclusive Education: - all children can learn - change the system to fit the child - difference valued: age, disability, gender, ethnicity, religion, health status

Figure 3. The characteristics of normal education, special education, mainstream/integrated education, and inclusive education (Adapted from: Stubbs, 2008, p. 45)

Furthermore, the differences between inclusive education, special education, and mainstream education can be based on four important aspects of education:

1-Focus and Philosophy:

Inclusive Education: Regardless of a student's ability, background, or impairments, inclusive education's main goal is to establish a learning environment that meets all of their different requirements. The goal of inclusive education is to give all students equal chances to participate, learn, and succeed. It places a strong emphasis on the value of diversity.

Special Education: Special education, on the other hand, is designed specifically to cater to students with disabilities or specific learning needs. It operates on the principle of individualization, providing tailored instruction, interventions, and support to help students with disabilities overcome barriers and achieve their educational goals.

Mainstream Education: Mainstream education follows a standardized curriculum and typically includes students without significant learning disabilities or special needs. It represents the typical classroom setting where students learn together in a general education environment.

2- Classroom Setting and Placement:

Inclusive Education: Students with and without impairments are taught in the same setting in inclusive classrooms. Students with disabilities receive appropriate support and accommodations to participate fully in the regular classroom activities.

Special Education: Special education classrooms are specialized settings where students with disabilities receive intensive support and instruction that is tailored to their individual needs. In some cases, these students may be placed in separate classrooms or schools.

Mainstream Education: Mainstream education classrooms consist of students without significant disabilities learning together under the same curriculum. Students with disabilities in mainstream education may receive some accommodation but are typically expected to keep pace with the standard curriculum.

3- Teacher Training and Support:

Inclusive Education: Teachers must get training in differentiating instruction, using Universal Design for Learning (UDL), and supporting diverse learners in order for inclusive education to be effective. To effectively address the needs of all learners, it is frequently important for general education and special education teachers to work together in collaboration.

Special Education: Teachers in special education undergo specialized training to work with students with disabilities and develop individualized teaching strategies. They may have expertise in specific disabilities and interventions.

Mainstream Education: General education teachers in mainstream classrooms are responsible for instructing a diverse group of students, which may include students with mild learning challenges. They may benefit from professional development on differentiated instruction and classroom management strategies.

4- Social and Emotional Aspects:

Inclusive Education: Inclusive classrooms can promote positive social interactions, empathy, and understanding among students with and without disabilities. All students have the opportunity to develop friendships and a sense of belonging within the school community.

Special Education: While special education provides specialized support, it may result in social isolation if students with disabilities are consistently separated from their peers in regular classrooms.

Mainstream Education: Mainstream education fosters social integration among students without disabilities. However, students with more significant disabilities may face challenges in social interactions and forming friendships without appropriate support.

Overall, the literature emphasizes the importance of promoting inclusive education as a means to create equitable and supportive learning environments for all students (Operti & Belalcazar, 2008; UNICEF 2017; 2020). It acknowledges that while special education serves a critical role in providing individualized support, the integration of students with disabilities into inclusive classrooms can lead to positive academic and social outcomes for both students with and without disabilities. Effective implementation of inclusive education requires collaboration, appropriate resources, and a commitment to diversity and inclusion in the educational system.

7. Inclusive Education and English as a Foreign Language

Inclusive education refers to the approach of providing equal opportunities for all learners, regardless of their diverse backgrounds, abilities, or disabilities, to access quality education in mainstream schools or educational settings. It aims to ensure that every learner receives appropriate support and accommodation to maximize their learning potential.

When it comes to English as a Foreign Language (EFL) instruction in inclusive education, there are specific considerations to bear in mind to ensure that all students, including those with varying linguistic and learning needs, can benefit from the learning experience. Here are some key points to consider:

1- Differentiated Instruction: In an inclusive EFL classroom, teachers need to implement differentiated instruction. This entails adjusting instructional strategies, resources, and evaluations to each student's unique requirements (Raza, 2020). Strategies may include using visual aids, hands-on activities, and providing supplementary resources to cater for various learning styles and proficiency levels.

2- Culturally Responsive Teaching: In a diverse classroom, students may come from various cultural backgrounds, each with unique linguistic and social experiences. Culturally responsive teaching acknowledges and values these differences, integrating students' cultural identities and experiences into the learning process. This approach fosters a more inclusive and supportive environment for all learners (Sanczyk, 2020; Zorba, 2020).

3- Universal Design for Learning (UDL): A versatile setting for instruction that supports individual learning variances is the goal of the UDL educational framework. When applied to EFL instruction, teachers can use multiple means of representation, engagement, and expression to meet students' diverse needs, ensuring that language learning is accessible to all (Kaçar et al., 2023; Lintang Sari & Emaliana, 2020).

4- Collaborative Learning: Encourage collaborative activities in the EFL classroom, where students can work together in pairs or groups. Collaborative learning helps build language skills, boosts confidence, and fosters a sense of belonging among students, including those with different language abilities (Zubiri-Esnaola, 2020).

5- Assistive Technology: Integrating assistive technology can be beneficial for students with learning challenges or disabilities. Technology tools like text-to-speech software, speech-to-text applications, and translation tools can support EFL learners in understanding and expressing themselves effectively (Chambers, 2020; Kamali Arslantas et al., 2019).

6- Individual Education Plans (IEPs): For students with specific learning needs or disabilities, teachers can develop Individual Education Plans (IEPs). As Johnstone (2018) explains, these plans outline specific goals, strategies, and accommodations tailored to each student's requirements, ensuring they receive the necessary support for successful language learning.

7- Continuous Assessment and Feedback: Regularly assess students' language proficiency and learning progress to identify their strengths and areas for improvement. Despite the challenges of managing time, effort, and capacity (Bakaira, 2023), providing constructive feedback and offering additional support when needed helps EFL learners stay motivated and engaged in their language learning journey.

By adopting inclusive practices in EFL instruction, educators can create a supportive and enriching environment that caters to the diverse needs of all learners. In doing so, they enable students to successfully improve their language abilities and completely engage in the educational process.

8. Inclusive EFL Teachers and their Competencies after Reconceptualizing ‘Teachers’ Regarding the Inclusive Education

The identification and development of a substantial role for teachers are the results of an increased understanding of inclusive education. The 48th ICE outcomes document advanced the idea of inclusive instruction by suggesting training that equips teachers with the necessary knowledge and resources to teach diverse student populations and satisfy the various learning

needs of various categories of learners through strategies like professional development at the school level, pre-service training about inclusion, and instruction focused on the growth and strengths of the individual students (UNESCO, 2008). In fact, the text makes a substantial number of recommendations for the training, encouragement, and appreciation of teachers who work to promote inclusion at all educational levels (Opertti & Brady, 2011). Six of these recommendations are as follows (UNESCO, 2008, p. 20):

(i) Reinforce the role of teachers by working to improve their status and their working conditions, and develop mechanisms for recruiting suitable candidates, and retain qualified teachers who are sensitive to different learning requirements.

(ii) Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and strengths of the individual learner.

(iii) Support the strategic role of tertiary education in the pre-service and professional training of teachers on inclusive education practices through, inter alia, the provision of adequate resources.

(iv) Encourage innovative research in teaching and learning processes related to inclusive education.

(v) Equip school administrators with the skills to respond effectively to the diverse needs of all learners and promote inclusive education in their schools.

(vi) Take into consideration the protection of learners, teachers and schools in times of conflict.

According to the UNESCO (2009b) Policy Guidelines, teachers play a crucial part in promoting the growth of an inclusive educational system. This needs to be taken into account in the context of the larger global agenda for inclusive education as well as a number of interregional concerns and difficulties pertaining to teachers and teacher education. In the Reaching the Marginalized part of the 2010 Education for All Global Monitoring Report (UNESCO 2009a), teachers were depicted as a reflection of their own educational systems. As Opertti and Belalcazar (2008) declared, due to the fact that economic and social issues (such as immigration, social inequality, and poverty levels), have been shown to have a significant influence on the adoption of policies for inclusive education. In schools and cultures, the inclusive teacher is seen to contribute to the advancement of social justice and solidarity.

Another important aspect of inclusive education is an ‘inclusive curricular perspective’ (Opertti & Brady, 2011) that should be taken into consideration in terms of identifying the teacher and EFL teacher concepts. According to the UNESCO (2008), an inclusive curriculum is one that is flexible, pertinent, and adaptable to the many requirements and characteristics of lifelong learners. A curriculum that is inclusive reflects the inclusive societies we want to live in, one that distributes opportunities fairly and eradicates marginalization and poverty. Such curriculum helps to improve and democratize learning opportunities by fostering greater awareness of and responses to student diversity. These curricula aim to combine the density and strength of key concepts of *the value of diversity, the right to lifelong learning, and comprehensive citizenship education* in order to ensure each student's individual right to education. This is done through options, flexibility, and consideration of all learners in classrooms and schools. Given this, it is essential that curriculum content, settings, provisions, and processes be both universal and specific to all learners, moving away from a standardized approach based on the needs and competences of an average learner, because doing so results in an education system that is built around the logic of a homogenous average learner and ignores the diversity of students (Blanco, 2009). According to Blanco (2009), inclusion involves a variety of tailored offerings within a shared framework rather than individualized educational provision. Therefore, if education systems are to be inclusive, they must move away from individualized measures that make up for certain groups and toward a shared, universal design based on the diversity of needs of all students.

Multidisciplinary, competency-based methods have also been proposed as a creative way to think about and arrange curricula in terms of structure, objectives, and content in order to develop an inclusive curriculum and better handle diversity (Roegiers, 2010). Here, knowledge, skills, beliefs, and attitudes are described as competencies together with the capacity to apply them in a particular situation. One of its obvious benefits is the inherent flexibility of competency-based methodologies to a number of real-life circumstances for a range of learners and schools (Cox, 2008). Such a strategy may assist in diversifying learning goals based on a more adaptable and pertinent learner exit profile. Similar to how they have helped students advance regardless of their disparate performance starting places, these methods have also helped teachers modify their instruction to fit the learning styles of various students (UNESCO, 2009a). Teachers may also gain from competency-based approaches by better understanding their own responsibilities and abilities as well as by actively involving students in accessing a range of resources to promote their educational objectives (Jonnaert 2007).

As a result, adopting an inclusive curricular viewpoint necessitates a significant rethinking of teachers' attitudes, roles, and abilities. If this reconceptualization is to be mirrored in the educational system as a whole, it is necessary for English as a foreign language teachers and other educational stakeholders to have an understanding of it. Here, the list of the four main aspects of this reconceptualization is put forward by Opertti and Brady (2011, pp. 463-466) as “Teachers as co-developers of an inclusive curriculum”, “Positive teacher attitudes around inclusion and diversity”, “Teachers as competent professionals”, “Teachers within inclusive schools, communities, and societies”.

On the other hand, in addition to the difficulties in conceptualizing inclusive education, the other difficulties, such as stereotypical attitudes, an inaccessible curriculum, insufficient funding, poorly prepared teachers and pre and in-service teacher training, a lack of parental involvement, and a lack of a multidisciplinary orientation is declared by Poornima (2012). Out of all these variables, teacher abilities and attitudes considered as their competencies are regarded as being particularly important because, in the end, it is teachers who must instruct pupils of many backgrounds in their classrooms and put inclusive education's tenets into practice (Meijer, 2011). Thus, the issue that teachers do not have enough training and competencies to implement inclusive education around the world has been brought to the agenda as an issue that has been emphasized over and over again.

The European Agency for the Development of Special Needs Education (2011) outlines the following fundamental teacher competences in the Teacher Education for Inclusion (TE4I) report, which the majority of agency nations have identified as being crucial for the growth of inclusive practice:

- reflecting on their own learning and continuously seeking knowledge to address problems and support new practice;
- guaranteeing the wellbeing of learners, being accountable for meeting all of their educational and support needs, and fostering a supportive environment;
- collaborating with others (e.g., teachers, parents) to evaluate the needs of the students and develop an interesting curriculum that addresses problems of equality and human rights;
- using a range of 'inclusive' teaching techniques, group projects, and independent work that are appropriate for the learning objectives, the learners' age, and their abilities and developmental stages, and assessing learning and the efficiency of the techniques employed;

- addressing multilingual language learning situations fostering several languages and considering cultural diversity as a resource (pp. 51-52).

In a nutshell, the TE4I emphasized four areas of teacher competence: collaborating with others, appreciating learner variety, and supporting all learners. After reviewing several frameworks, Poornima (2012) developed a thorough competency framework for teachers that takes into account their attitudes, beliefs, knowledge, and understanding as well as their teaching and training, intra- and interpersonal relationships, and research skills by doing this with particular reference to inclusive education. Some essential characteristics for inclusive education are listed below. These competencies and skills are necessary for English as a Foreign Language (EFL) teachers to successfully implement inclusive education in their classes.

Knowledge of Diverse Learning Needs: EFL teachers should be aware of the diverse learning needs and abilities of their students, including those with learning disabilities, language disorders, or other special educational needs. Understanding these differences allows teachers to tailor their instructional strategies to meet individual students' requirements (Alzahrani et al., 2022; Atmaca, 2017; Liu & Kleinsasser, 2015).

Differentiation: EFL teachers should be skilled in differentiating their teaching approaches, materials, and assessments to accommodate the varied learning styles and abilities of their students. This involves providing multiple means of representation, engagement, and expression (Gülşen, 2018; Kótay-Nagy, 2023; Naka, 2018).

Cultural Competence: Inclusive EFL teachers should be culturally competent and sensitive to the diverse backgrounds and experiences of their students. Understanding and valuing students' cultural identities can enhance the learning environment and foster a sense of belonging for all (Atay et al., 2009; Karatas, 2020; Safa & Tofighi, 2022; Yurtsever & Özel, 2021).

Collaboration and Communication: Effective communication and collaboration with other educators, parents, support staff, and specialists are crucial for implementing inclusive practices successfully. EFL teachers should be able to work together with others to provide comprehensive support to students (Hidalgo et al., 2020).

Positive Behavior Management: Inclusive classrooms may have students with a wide range of behaviors. EFL teachers should be skilled in fostering a positive and respectful learning environment, implementing behavior management strategies that promote inclusion and minimize disruptions (Hamid & Faezeh, 2019; Mahmoodi et al., 2022).

Adaptive Teaching Techniques: Inclusive EFL teachers should be capable of adapting their teaching techniques and materials to support students with diverse needs. This may include using visual aids, manipulatives, technology, or other assistive tools (Vogt & Rogalla, 2009).

Flexible Assessment Methods: Traditional assessment methods may not be suitable for all students in an inclusive EFL classroom. Teachers should be open to using alternative and flexible assessment techniques to fairly evaluate each student's progress (Al-Awaid, 2022).

Individualized Education Plans (IEPs): EFL teachers should understand the importance of IEPs and be able to collaborate with special education teachers to implement appropriate accommodations and modifications for students with individualized education plans (Haghi et al., 2023)

Reflective Practice: Inclusive EFL teachers need to engage in reflective practice, continuously evaluating their teaching methods and making adjustments to improve inclusivity and student outcomes (Korucu Kış & Yükselir, 2021; Pokhrel, 2022).

Advocacy: Being an advocate for inclusion within the school and the broader community is essential for EFL teachers. Advocating for resources, support, and awareness of inclusive practices can help create a more inclusive learning environment (Lu et al., 2022).

Overall, inclusive education requires a commitment to equity and a willingness to address the diverse needs of all learners. EFL teachers who possess these competencies can contribute significantly to the success and well-being of their students in a diverse inclusive classroom setting.

9. Incorporating Inclusive Education into EFL Teacher Education through the Lenses of Curriculum Changes in Higher Education

The initial restructuring studies of education/educational sciences faculties and teaching undergraduate programs were carried out in 1997–1998 as part of the Ministry of National Education Development Project. Partial adjustments were made in 2006 and 2009. Later, new regulations were formed regarding the faculties of education; departments and undergraduate programs were examined, and required arrangements and updates were made. This was owing

to the structural changes made to the educational system in 2012 as a result of changing conditions and needs. Since the start of the academic year 2018–2019, the new programs have been in place. The courses in the teaching undergraduate programs updated in 2018 are divided into three groups once more: “General Culture Courses” 15-20%; “Field Education Courses” 45-50%; and “Teaching Profession Courses” 30-35%. The undergraduate programs at the faculties of education that train future teachers in various fields had their courses and material changed as of May 2018 and were starting to be gradually implemented as of September 2018. With this update, several courses have been entirely deleted, while others have had their names changed and their semesters changed. Nearly all of the courses' credits have changed in addition to the overall number of courses. The variety and design of elective courses have also undergone considerable changes.

The 2018 change has also had an impact on the undergraduate English language teaching program. When it is necessary to consider the courses determined by YÖK in terms of inclusive education, it would be useful to remember the courses offered in the English Language Teaching departments of all education faculties. It is clearly seen that there is no course in which inclusive education is taught directly to the students, especially within the field education courses, only it can be added to the course contents specified in the program upon the wishes of the instructors. For this reason, it will be beneficial to consider the lessons in the ELT programmes on the basis of categories and it will be better for understanding the presented argument (<https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari>).

When the courses in the English Language Teaching program are examined, it is seen that there is a course called inclusive education among the elective courses in teaching profession. However, this course may not be opened because it is related to the members of the education faculties of the universities, especially those who have expertise in the field of educational sciences. For this reason, in order to increase the proficiency of our English teachers in the changing and transforming world conditions and to gain a more professional view of the teaching, the concept of inclusive education should be incorporated into the content of the field education courses and teacher candidates should be trained to meet the needs of the age.

Actually, the education faculties have a great potential to adapt and emerge with this concept to the ELT curriculum courses. Following the update in 2018, the council announced the "delegation of authority" to universities on August 18, 2020. Within the scope of this process, committees such as "Higher Education Programs Advisory Board" and "Higher Education

Quality Board" were established, and it was reported that "delegation of authority" was made to higher education institutions on various issues.

In this context, YÖK decided that:

"Recently, many steps have been taken in the direction of the goals we have set in higher education, arrangements have been made and positive developments have been experienced. From now on, the studies of developing and updating the teaching undergraduate programs of the Faculties of Education/Educational Sciences, taking into account the Turkish Qualifications Framework and the Teaching Profession Competencies determined by the Ministry of National Education as it is thought that it is the right choice to have it done by the institutions. Because curriculum development in education is a dynamic and continuous process. "Our universities have the capacity to manage this dynamic process, and our instructors have the competence to develop and update the curriculum." At the Higher Education General Assembly meeting dated October 10, 2020, the decision of the General Assembly of Higher Education dated April 12, 2018 regarding teaching programs was canceled and the new decision was put on the agenda. (<https://www.yok.gov.tr/Sayfalar/Haberler/2020/egitim-fak%C3%BCltelerine-yetki-devri.aspx>)

However, the precise courses featured in EFL teacher education programs in Turkey may vary among universities and may have changed after the announcement of YÖK for the adaptation and update of the 2018 curriculum. In order to prevent these differences in English Language Teaching departments, the 1st English Language Teaching Undergraduate Program Evaluation and Update Workshop was held on 12-13 March 2021, hosted by Süleyman Demirel University. Within the framework presented by YÖK, the diversity of the courses that can be achieved at the national level was discussed and a draft program was agreed with the participants. This course proposal, which aims to harmonize the English language teaching programs at the national level, must reflect and put into practice the traces of inclusive education with the course content that can respond appropriately in terms of today's classroom practices especially in the field education courses.

10. The Studies on Inclusive Education in EFL and ELT

Within the scope of this chapter, the handling of the concept of inclusive education in the processes of teaching English as a foreign language in the last 5 years will be examined, and it is aimed to present a general framework for how it can be handled in future studies both in English Language Teaching undergraduate programs and in the in-service training programs of

English Language Teachers. For this reason, TR index, ERIC and WOS databases have been examined as focus databases since they are frequently used in education in general and language education in particular both in national and international context. In order to make quality and detailed research “inclusive education and language, inclusive education and language education, inclusive education and EFL, inclusive education and ELT” keywords were used. Furthermore, the following criteria were applied to each database to minimize bias and limit the review's scope:

(1) In the analysis, only the research articles were taken into consideration. Other sources such as book chapters, review studies, editorial notes, conference papers, dissertations or any kind of study that does not fall into the category of research articles were not included in the review.

(2) Articles whose scope was related to the defined key words were interested in the review, and articles that were related to the general education field were excluded.

(3) The review procedure includes all English-language papers published in the last five years.

Under these conditions, the following numbers of articles were collected through the review process:

Table 1. The Number of The Articles Conducted in Inclusive Education and Language, EFL, and ELT

The Database	The number of the studies on inclusive education and language education (general inquiry)	The number of the studies on inclusive education and EFL and ELT (specified inquiry)	The sub-themes of the studies
TR index	74	4	“perspectives in intercultural awareness, young learners and inclusive settings, inclusive education of refugees”
ERIC	85	9	“knowledge, attitudes, beliefs and competence towards inclusive education, language-in-education policy, practices for inclusive language classroom, physical disabilities, practices for learners with

			Dyslexia, challenges of University EFL teachers”
WOS	58	46	“inclusive language, inclusive perceptions, inclusive digital games, inclusive technology (digital games, blended learning environment, remote teaching context, CLIL), inclusive pedagogy, inclusive EFL teaching, inclusive ELT materials, EFL teachers’ practices, teachers’ inconclusive competence, teachers’ perceptions, inclusive EFL classrooms, challenges and experiences of EFL teachers, queer-inclusive pedagogies, material development in flexible learning, needs in EFL teacher development, equitable TESOL lesson planning, translanguaging practices, challenges in EFL”

Although there is numerous research on education generally, there are few studies in the literature on inclusive education that focus on inclusion and EFL and ELT. The table above reflects the number of the studies on inclusive education in EFL and ELT contexts. The details show us that TR index includes 74 articles on inclusive education and language in general inquiry and 4 of them are directly related to EFL and ELT with the given themes. Furthermore, ERIC incorporates 85 articles in general inquiry on inclusive education and language, with 9 of them on inclusion in EFL and ELT again while WOS presents 58 articles on inclusive education and language, 46 of them focus on inclusive education in EFL and ELT specifically.

Thus, concerns have been raised by educators, academics, and policymakers who are committed to creating more equal and accessible learning environments about the paucity of papers on inclusive education in the context of EFL and ELT.

Providing all learners with a high-quality education, regardless of their backgrounds, skills, or differences, is a key component of inclusive education. This idea is crucial when teaching languages to varied learners who may have different degrees of competencies and learning requirements. Every student should have the chance to learn and flourish, which may be achieved by incorporating inclusive practices into EFL and ELT.

11. Pedagogical Implications and Conclusion

Despite the fact that inclusive education taken into consideration in general education and in many countries is significant in number and regarding the themes of educational aspects are applicable, studies on inclusive education considering EFL and ELT are quite rare. According

to the reviewed articles on inclusive education focusing on EFL and ELT, the first step to improve the quality and practices of inclusion in English as a foreign language context relies on developing and incorporating the inclusion as a teaching skill and competence in teacher training and education faculties.

Reflecting the concepts of inclusion and inclusive education in EFL and ELT and the awareness and understanding of their importance should be seen in the practices of language learning and teaching conditions. Since COVID-19 introduced another vulnerable learner profile and condition that could be accepted as another kind of inclusiveness the language teachers, teacher trainers, educators need to pace within the process of developing the teaching competencies of future English as a foreign language in our country, Türkiye. As the learner profiles in every aspect of today's world has been changing, the inclusion should be regarded as an important part of foreign language teaching and learning environments.

EFL and ELT that incorporates inclusion entails developing learning settings that cater to the various requirements of all learners in the same area, regardless of their backgrounds, skills, or peculiarities. Hence, differentiated instruction, universal design for learning, culturally responsive teaching, collaborative learning, flexible assessment, supportive environments, individual/peer/language support, inclusive materials, sensitivity and awareness, inclusive responsive teacher training and professional development, technology for integration, flexible grouping, reflection, and feedback again can be used to encourage inclusiveness in EFL and ELT as strategies and methods.

To encourage inclusiveness, it should be kept in mind that teachers, educators, and trainers must be willing to learn from their learners' various needs and modify their teaching strategies accordingly. The more inclusive and egalitarian EFL and ELT classrooms can be reached by accepting, internalizing, and making all these strategies and methods prevalent for ALL!

REFERENCES

- Al Roomy, M. A. (2022). Exploring teacher's perspectives about online assessment during the COVID-19 pandemic in a Saudi context. *Arab World English Journal (AWEJ) Special Issue on CALL (8)*3- 16. [https://doi.org/ 10.24093/awej/call8.1](https://doi.org/10.24093/awej/call8.1)
- Akgündüz, M. M. (2019). Kapsayıcı eğitimin hukuki dayanakları. In P. O. Taneri (Ed.), *Kuramdan uygulamaya kapsayıcı eğitim* (pp. 45-65). Pegem Yayınları.
- Alzahrani, S.M., Almalki, M.S., & Almossa, S.Y. (2022), Conceptualizing life competencies: EFL teachers' qualitative perspective. *Saudi Journal of Language Studies*, 2(4). 189-204. <https://doi.org/10.1108/SJLS-05-2022-0050>
- Atay, D., Kurt, G., Çamlıbel, Z., & Ersin, P. (2009). The role of intercultural competence in foreign language teaching. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 10(3), 123-135. Retrieved from <https://dergipark.org.tr/en/pub/inuefd/issue/8704/108680>
- Atmaca, Ç. (2017). English teachers' perspectives about teacher competencies in terms of professional identity. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(4), 1641-1669.
- Bakaira, G. (2023). State of teacher made classroom tests and testing as continuous assessment in an inclusive setting for practical outcomes, case study of bachelor of teacher education students in Kyambogo University, Uganda. *African Journal of Education, Science and Technology*, 7(3), 534-551. <https://doi.org/https://doi.org/10.2022/ajest.v7i3.866>
- Blanco, R. (2009). Conceptual framework of inclusive education. In C. Acedo, M. Amadio, & R. Operti (Eds.), *Defining an inclusive education agenda: Reflections around the 48th session of the International Conference on Education*. UNESCO IBE.

- Causton, J., & Tracy-Bronson, C.P. (2015). *The educator's handbook for inclusive school practices*. Brookes Publishing.
- Chambers, D. (2020). Assistive technology supporting inclusive education: Existing and emerging trends. In Chambers, D. (Ed.) *Assistive technology to support inclusive education (International perspectives on inclusive education, Vol. 14)*, pp. 1-16. Emerald Publishing Limited, Bingley. <https://doi.org/10.1108/S1479-363620200000014001>
- Cox, C. (2008). Inclusion educativa: Conceptos, etapas, dilemas de implementacio'n [Inclusive education: Concepts, stages, problems of implementation]. Paper presented at the UNESCO International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, 12–14 September.
- Çakıroğlu, O. (2016). Özel eğitimde temel kavramlar. In V. Aksoy (Ed.), *Özel eğitim* (pp. 1-20). Pegem Yayınları.
- Cavkaytar, A. (2015). Özel eğitime gereksinim duyan çocuklar ve özel eğitim. In İ. H. Diken (Ed.), *Özel Eğitime gereksinimi olan öğrenciler ve özel eğitim* (pp. 1-28). Pegem Yayınları.
- Çitil, M. (2012). *Yasalar ve özel eğitim*. Vize Yayıncılık.
- Diken, Ğ. H., & Batu. E. S. (2010). Kaynaştırmaya giriş. In İbrahim H. Diken (Ed.), *İlköğretimde Kaynaştırma* (pp. 2-23). Pegem Akademi.
- ERG (Eğitim Reformu Girişimi). (2017). Eğitim izleme raporu 2016-2017. https://www.egitimreformugirisimi.org/wp-content/uploads/2017/03/EIR2016-17_12.10.17.web-1.pdf
- Gülşen, E. (2018). A phenomenological study concerning Turkish EFL teachers' views on *differentiated* instruction. *ELT Research Journal* 7(1), 42-56.

- Haghi, S., & Aliakbari, M., & Yasini, A. (2023). EFL Teachers' individual development planning model: A data-driven approach. *Teaching English as a Second Language Quarterly*, 42, 1-28. <https://doi.org/10.22099/tesl.2022.44999.3151>
- Hamid, M., & Faezeh, A. (2019). EFL teachers' effective classroom management and learners' anxiety and learning strategies. *Iranian Journal of Language Teaching Research*, 7(2), 65-82. <https://doi.org/10.30466/IJLTR.2019.120698>
- Hornby, G. (2014). *Inclusive special education: Evidence-based practices for children with special needs and disabilities*. Springer.
- Hyde, M. (2014). Understanding diversity, inclusion and engagement. In Mervyn Hyde, Lorelei Carpenter, and Robert Conway (Eds.), *Diversity, inclusion and engagement*, (pp. 3–38). Oxford University Press.
- Johnstone, C. (2018). The role of individualized learning plans (ILPs) in inclusive education. In *Inclusive education strategies: A textbook* (pp. 85–104). University of Minnesota. http://file:///C:/Users/User/Downloads/Inclusive_Education_Strategies_A_Textbook.pdf
- Jonnaert, P. (2007). *Le concept de compétence revisité* [The concept of competency revisited]. Montreal: University of Quebec, Observatoire des réformes en éducation (ORE).
- Kaçar, I.G., Karakuş, E., Baltacı, H.Ş., & Altun, M. (2023). Online flipped tasks and universal design for learning: A means to an inclusive and motivating EFL learning environment. In Tafazoli, D., Picard, M. (Eds.) *Handbook of CALL teacher education and professional development*, (pp. 292-311). Springer. https://doi.org/10.1007/978-981-99-0514-0_18
- Kamali Arslantas, T., Yildirim, S., & Arslantekin, B. A. (2019). Educational affordances of a specific webbased assistive technology for students with visual impairment. *Interactive*

- Karatas, K. (2020). The competencies of the culturally responsive teacher: What, why and how?. i.e.: *Inquiry in Education*, 12(2), 1-23. Retrieved from: <https://digitalcommons.nl.edu/ie/vol12/iss2/2>
- Korucu Kış, S., & Yükselir, C. (2021). A critical review of reflective practices in pre-service ELT context: The Turkey case. *Batı Anadolu Eğitim Bilimleri Dergisi*, 12(2), 691-704.
- Kótay-Nagy, A. (2023). Differentiated instruction in the EFL classroom: An interview study on Hungarian primary and secondary school EFL teachers' views and self-reported practices, *Journal of Adult Learning, Knowledge and Innovation*, 6(1), 33-46. <https://doi.org/10.1556/2059.2023.00076>
- Lintangsari, A. P., & Emaliana, I. (2020). Inclusive education services for the blind: Values, roles, and challenges of university EFL teachers. *International Journal of Evaluation and Research in Education*, 9(2), 439-447. <https://doi.org/10.11591/ijere.v9i2.20436>
- Liu, Mei-hui. & Kleinsasser, R. C. (2015). Exploring EFL teachers' call knowledge and competencies: In-service program perspectives. *Language Learning and Technology*, 19. 119-138.
- Lu, J., Jiang, H., & Huang, Y. (2022). Inclusive EFL teaching for young students with special needs: A case in China. *Children*, 9(5), 749. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/children9050749>
- Mahmoodi, M. H., Hosseiniyar, S., & Samoudi, N. (2022). EFL Teachers' classroom management orientation, self-efficacy, burnout, and students' L2 achievement. *Profile Issues in Teachers' Professional Development*, 24(1), 29-44. <https://doi.org/10.15446/profile.v24n1.91153>

- Majoko T. (2017). Regular teacher preparation for inclusion. *International Journal of Special Education*, 32, 207-236.
- Majoko, T. (2019). Teacher Key Competencies for Inclusive Education: Tapping Pragmatic Realities of Zimbabwean Special Needs Education Teachers. *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244018823455>
- Meijer, C. J. W. (2003). *Trends in provision in 18 European countries*, European Agency for Development in Special Needs Education.
- Naka, L. (2018). Differentiated instruction as the main tool in EFL learning enhancement. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 42(2), 106–112. Retrieved from <https://gssrr.org/index.php/JournalOfBasicAndApplied/article/view/9439>
- Navarro Martell, M. A. (2022). *Ciencias bilingües*: how dual language teachers cultivate equity in dual language classrooms, *International Journal of Bilingual Education and Bilingualism*, 25(6), 2142-2158. <https://doi.org/10.1080/13670050.2020.1870925>
- OECD (Organisation for Economic Cooperation, Development). (2010). Educating teachers for diversity: Meeting the challenge. Paris: OECD.
- OECD (Organisation for Economic Cooperation, Development). (2023). Equity and inclusion in education: Finding strength through diversity. <https://oecdeditoday.com/equity-and-inclusion-in-education/>
- Opertti, R., & Belalcazar, C. (2008). Trends in inclusive education at regional and interregional levels: Issues and challenges. *Prospects*, 145(1), 113–135.
- Opertti, R., & Brady, J. (2011). Developing inclusive teachers from an inclusive curricular perspective. *Prospects*, 41, 459–472. <https://doi.org/10.1007/s11125-011-9205-7>

- Palacios Hidalgo, F. J, Gómez Parra, M. E, Huertas Abril, C. A. (2020). Digital and media competences: Key competences for EFL teachers. *Teaching English with Technology*, 20(1):43–59.
- Pantić, N. (2015) A model for study of teacher agency for social justice. *Teachers and Teaching*, 21(6,) 759-778. <https://doi.org/10.1080/13540602.2015.1044332>
- Poornima, R. (2012). *An Assessment of teacher training programmes in norway with special reference to inclusive education*. Project submitted to Research Council of Norway.
- Raza, K. (2020). Differentiated instruction in English language teaching: Insights into the implementation of Raza’s teaching adaptation model in Canadian ESL classrooms. *TESL Ontario Contact Magazine*, 46(2), 41-50.
- Roegiers, X. (2010). *Pedagogy of integration: Education and training systems at the heart of our societies*. DeBoeck University.
- Pokhrel, V. (2022). Reflective practice and professional development as an English language teacher. *International Journal of Educational Research Review*, 7(3) , 176-186 .
<https://doi.org/10.24331/ijere.1097572>
- Safa, M. A., & Tofighi, S. (2022). Intercultural communicative competence beliefs and practices of Iranian pre-service and in-service EFL teachers. *Innovation in Language Learning and Teaching*, 16(2), 164–175.
<https://doi.org/10.1080/17501229.2021.1889562>
- Sakiz, H. (2015). *Investigating disability inclusion in Turkey: An exploratory case study*. The University of Manchester.
- Sanczyk, A. (2020). Creating inclusive adult ESL classrooms through promoting culturally responsive pedagogy. *COABE Journal: The Resource for Adult Education*, 9(2), 5-16.
- Stubbs, S. (2008). *Inclusive education where there are few resources*. The Atlas Alliance Publ.

- Tomlinson, C. A. (2005). Grading and differentiation: Paradox or good practice? *Theory into Practice*, 44(3), 262-269. https://doi.org/10.1207/s15430421tip4403_11
- UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO.
- UNESCO. (2001). *The open file on inclusive education*. UNESCO.
- UNESCO. (2005). *Guidelines for inclusion: Ensuring access to education for all*. UNESCO.
- UNESCO. (2008). *Conclusions and recommendations of the 48th session of the International Conference on Education (ED/BIE/CONFINTED 48/5)*. UNESCO IBE. <http://www.ibe.unesco.org/en/ice/48th-ice-2008/conclusions-and-recommendations.html>.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO.
- UNESCO (2009a). *The basic education in Africa programme: A policy paper—responding to demands for access, quality, relevance and equity*. UNESCO IBE.
- UNESCO. (2009b). *Training tools for curriculum development: A worldwide resource pack*. UNESCO IBE.
- UNICEF. (2017). *Including children with disabilities in quality learning: What needs to be done*. Inclusive Education, 4.
- UNICEF. (2020). *Equity and inclusion in education “Ensuring no child or adolescent is left behind”*. <https://www.unicef.org/lac/en/equity-and-inclusion-education>
- Woodcock, S. Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers’ engagement with inclusive practices, *Teaching and Teacher Education*, 117, 1-12. <https://doi.org/10.1016/j.tate.2022.103802>
- Vogt, F., & Rogalla, M. (2009). Developing adaptive teaching competency through coaching. *Teaching and Teacher Education*, 25(8), 1051–1060. <https://doi.org/10.1016/j.tate.2009.04.002>

- Yazicioglu, T. 2020. An analysis of the national legislation in terms of inclusive education in Turkey. *European Journal of Educational Sciences*, 7(2), 49-69.
<http://dx.doi.org/10.19044/ejes.v7no2a4>
- Yılmaz, E., & Melekoğlu, M. A. (2018). Evaluation of the status of inclusive education in law and practice in Turkey and the European context. *Osmangazi Journal of Educational Research*, 5(1), 1-17. Retrieved from
<http://ojer.ogu.edu.tr/Storage/OsmangaziJournalOfEducationalResearch/Uploads/OJER-V5-N1-1-TR.pdf>
- YÖK (Yükseköğretim Kurulu/ Council of Higher Education). (2018). *Yeni öğretmen yetiştirme lisans programları*. <https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari>
- Yurtsever, A., & Özel, D. (2021). The role of cultural awareness in the EFL classroom. *Turkish Online Journal of Qualitative Inquiry*, 12(1), 102-132. <https://doi.org/10.17569/tojqi.776499>
- Zorba, M. G. (2020). Personal and professional readiness of in-service teachers of English for culturally responsive teaching. *Eurasian Journal of Educational Research (EJER)*, 88, 41-66.
- Zubiri-Esnaola, H., Vidu, A., Rios-Gonzalez, O., Morla-Folch, T. (2020). Inclusivity, participation and collaboration: Learning in interactive groups. *Educational Research*, 62(2), 162-180. <https://doi.org/10.1080/00131881.2020.1755605>
<https://www.yok.gov.tr/Sayfalar/Haberler/2020/egitim-fak%C3%BCltelerine-yetki-devri.aspx>

ABOUT THE AUTHOR



Assoc. Prof. Dr. Ayfer SU-BERGİL

ORCID ID: 0000-0002-9277-2862

ayfersubergil@amasya.edu.tr

Amasya University, Department of Foreign Language Education

Ayfer Su-Bergil is currently working as an Associate Professor in Amasya University, Faculty of Education, Department of Foreign Language Education, Division of English Language Teaching. She received her Bachelor of Arts degree from Gazi University, English Language Teaching in 2004 and got Master of Arts degree from Tokat Gaziosmanpaşa University, Curriculum and Instruction, in 2010. She completed her doctoral studies at the English Language Teaching Department, Hacettepe University in 2015. Su-Bergil teaches English language courses at the undergraduate and postgraduate degrees. Teacher education, curriculum and instruction, English language teaching & learning are among the fields of her interest.

To Cite this Chapter

Su-Bergil, A. (2023). Call for building inclusive pedagogical competencies in EFL teacher education amidst global and local changes. In K. Büyükkarcı & A. Önal (Eds.), *Current studies in foreign language education*, (pp. 200-233). ISRES Publishing.