RESEARCH ARTICLE

Prospective Teachers' Metaphorical Perceptions of Inclusive Language Teaching

Hacer Ulu Bilim[1*], Ayşegül Avşar Tuncay[2]

[1]Department of Primary Education, Faculty of Education, Afyon Kocatepe University, 03200 Afyonkarahisar, Turkey
[2]Department of Special Education, Faculty of Education, Mersin University, 33000 Mersin, Turkey

ARTICLE INFO	ABSTRACT
	Inclusive language teaching is an approach that aims to carry out studies such as enriched language teaching activities in order to improve the language skills of children who have not acquired language skills or whose mother tongue is different. Accordingly, the aim of this study is to examine the metaphorical perceptions of pre-service teachers about inclusive language teaching. The study group consisted of 213 pre-service teachers. The pre-service teachers were asked to complete the questionnaire form consisting of the statement "Inclusive language teaching is like ...., because ......". The data in the form were analyzed by content analysis technique. The pre-service teachers produced the categories of inclusiveness (69), development of language skills (65), teaching according to individual differences (35), social adaptation (20), a difficult process (13), enriched language teaching activity (11), respectively. The most frequently produced metaphors by pre-service teachers were world (15), teaching (14), puzzle (9), garden (8), tree (7), life (7), family (6), sea (5), human (5), teacher (5), justice (4), school (4), society (4), orchestra (4), dictionary (4), cooking (4), rainbow (3), blank paper (3), equality (3), bridge (3), and completing deficiencies (3).

INTRODUCTION

In recent years, as a result of the increase in the immigrant population in countries, foreign students have been forced to receive education in the native language of the country in which they live. Therefore, second language acquisition has come to the fore. Second language acquisition promotes practices of anti-racism, egalitarianism and inclusion to prevent the exclusion of minority students from the education system (Anya, 2021). International calls and legal requirements for inclusive education provide the basis for teachers to recognize that all individuals have the right to participate in quality and inclusive education (Troeva, 2017). The principles of inclusive education are based on the assumption that people have different ways of learning, but that everyone should have equal access to high-quality education and a supportive learning environment, including the context for additional language learning (Kormos & Nijakowska, 2017). It entails providing opportunities to learn and participate in the learning process, whether gifted or non-gifted, disabled or non-disabled, citizen of the country or immigrant, minority or majority group, and rich or poor (Troeva, 2017).

Foreign students, as well as students placed in certain categories of special educational needs, such as language disorders, social emotional difficulties, neurodevelopmental disorders, etc., also experience language problems (Gerlach, 2021; Zhetpisbayeva & Shalbayeva, 2019). Students with special educational needs need to improve their language skills in order to pursue careers, study in various international education programs, and communicate with foreign friends at least as well as their healthy peers (Goncharova, 2020). The idea behind inclusive language teaching is to create a learning environment that will enable students with a large number of different abilities to access a foreign language (Gerlach, 2021). "Inclusive language education is an approach that aims to prepare and implement enriched language teaching activities in order to improve the language skills of students who have not acquired appropriate reading, writing, speaking, listening and visual literacy skills despite having no mental or physical disabilities. In addition, during the implementation of

language teaching activities, it enables the determination of methods, techniques, and activities to provide reading and writing skills to children whose mother tongue is different" (Ünal, 2020, p.2). Many different countries such as Bulgaria, Spain, Kazakhstan, Norway, Oman, and so on are conducting research and developing projects on inclusive language education for students with disabilities, and foreign students, foreign students with disabilities (Anya, 2021; Krulatz & Iversen, 2020; Troeva, 2017; Zhetpisbayeva & Shalbayeva, 2019). As Coste argues, "modern schools must accept, affirm, and promote multiple languages and cultures, not only for practical operational reasons, but also in response to overall goals related to the future of societies and their members" (2014, p. 24). One of the inspiring trends for the future of language teaching is to utilize the real world, manage cross-cultural communication, eliminate educational inequality, reflect diversity, promote inclusion, and cater to students with a wide range of needs (Chong, 2021; Gerlach, 2021).

How schools and teachers position themselves in relation to the languages spoken by students affects the way students construct their identities and develop cognitively and emotionally (Cummins, Hu, Markus, & Montero, 2015). The teacher's task is to guide the learner to acquire the knowledge he/she needs to learn in accordance with his/her knowledge, experience, and pace of work. However, even under these conditions, foreign language teachers may encounter students who lose interest in learning a foreign language and drop out of the learning process, or they may not know what to do when they encounter students with special needs (Zhetpisbayeva & Shalbayeva, 2019). Therefore, there is a need for new tools and raising teachers' awareness about inclusive practices in second language teaching. In addition, current practices related to teaching and learning in foreign language classrooms should be identified in order to evaluate methods for teachers (Themelis & Sime, 2020).

Practices such as constructivism and sociocultural theory provide a powerful framework for understanding and putting into practice multimodal approaches in language teaching. By recognising communication as a multimodal process and using a variety of semiotic resources, language teachers can design interactive, inclusive and individualised learning environments. Visuals such as pictures, films, and graphics can help to develop vocabulary knowledge and comprehension. In addition, the active use of creative activities such as theatre, role-playing, storytelling, creative writing, poster presentations, comics, reading aloud, role-playing in a multimodal environment can improve students' self-expression and communication skills (Anis & Khan, 2023; Eikel-Pohen, 2019; Jewitt, 2013; Kress & van Leeuwen, 2001; Themelis & Sime, 2020; Walters, 2010). Smith (2019) stated that music activities can help students develop good memory strategies to remember vocabulary and grammatical structures, and develop phonological awareness. Therefore, inclusive language teaching can be achieved through enriched language teaching activities. Technology-supported applications can also provide important opportunities for language educators (Susanto & Nanda, 2018; Tuzlukova et al., 2023).

Teachers may face difficulties in providing an inclusive classroom environment (Cardenas & Inga, 2021). These challenges may stem from a lack of knowledge and experience, and a psychological state in terms of student acceptance. Inclusive language teaching requires a specialised service to address the needs of a class consisting of individuals with diverse skills, interests, intelligence, language mastery, attitudes towards learning, family and ethnic backgrounds, and cultures (Troeva, 2017; Tuzlukova, Al Siyabi, Al Kaabi, & Hadra, 2023). Like teachers, pre-service teachers may also face difficulties in inclusive language teaching. As a matter of fact, research results have shown that although pre-service teachers have a positive attitude towards inclusive language teaching, they do not have enough knowledge about how to achieve it (Aksu Ataç & Taşçı, 2020; Indrarathne & Herath, 2024). In this study, pre-service teachers' perceptions about inclusive language teaching were tried to be determined through metaphors. Metaphors define ideas, construct thought and offer inferences for practice (Walton & Lloyd, 2011). Through metaphor, the aim is to better understand or represent the unknown in terms of the known (Colston & Gibbs, 2021; Herranz-Hernández, Fernández-Hernández, & Segovia-Torres, 2023; Saban, Koçbeker, & Saban, 2006). Gibbs (2006) argues that the process of metaphorical understanding is first-hand, based on experiences constructed through a more direct relationship with the senses and/or action. Metaphors help us better understand theoretical concepts, trigger emotions and enrich our everyday language (Ahlgren, Golden, & Magnusson, 2021, p.196).

It is expected that the findings of the research in which pre-service teachers' perceptions of inclusive language teaching are determined will shed light on teaching language skills and systems, creating

learning environments and designing inclusive language assessments. In addition, no research examining pre-service teachers' perceptions of inclusive language teaching through metaphor has been found in Turkey. When the metaphor studies in the field of special education were examined in the literature, it was found that there were studies examining the perceptions towards the concepts of inclusion (Karabulut et al., 2021), and inclusive education/inclusive education (Erol-Sahillioğlu, 2020; Ersoy, 2021); a student with special needs/inclusive student (Baştuğ & Servi, 2021; Dayı et al., 2020); and special education (Altındağ-Kumaş & Süer, 2020; Kazu & Yıldırım, 2021). The necessity of both theoretical and practical training on inclusive language teaching in Turkey is emphasised. In this respect, this study is expected to make a significant contribution to the literature in terms of determining the thoughts of pre-service teachers within the scope of inclusive language teaching. The findings of this study will help curriculum developers, decision makers and educators to create and implement inclusive language teaching practices.

The attitudes, perceptions and thoughts of pre-service teachers, who will encounter students who need inclusive language teaching in their professional lives in their classrooms and who will use language skills in the education of students regardless of which branch they are in, towards inclusive language teaching will also shape their behaviours in the classroom. In this metaphorical study, pre-service teachers' perceptions towards inclusive language teaching were analysed. Within the framework of this general purpose, answers to the following questions were sought:

- What are the metaphors that pre-service teachers have about inclusive language teaching?

- Under which categories can these metaphors be grouped in terms of their common characteristics?

- What is the distribution of metaphors according to the categories determined according to whether they have learning difficulties or not, their gender, grade level and department?

METHOD

Research Design

This research was designed according to the phenomenological approach, one of the qualitative research methods. The phenomenological method creates a suitable research ground for studies that aim to investigate phenomena that we are not completely unfamiliar with but whose meaning we cannot fully grasp (Yıldırım & Şimşek, 2013). In this study, pre-service teachers were asked to complete a semi-structured questionnaire to determine their metaphorical perceptions of inclusive language teaching.

Study Group

The study group was selected by simple random sampling method from purposeful sampling methods and pre-service teachers studying in different departments were included in the sample. The reason for the selection of pre-service teachers studying in different departments is that they will encounter students who need inclusive language teaching in the classes they teach, and they will use language skills for the success of students. Demographic characteristics of the study group are presented in Table 1.

Table 1. Demographic Characteristics of Prospective Teachers

Personal Information		f	%
Learning Difficulties	Never lived	185	86.9
	Lived	28	13.1
Gender	Female	154	72.3
	Male	59	27.7
Class Level	first grade	12	5.6
	second grade	54	25.4
	third grade	86	40.4
	fourth grade	61	28.6
Department	Mathematics Teacher Education	43	20.2
	Classroom Teaching	40	18.8
	Turkish Language Teaching	46	21.6
	Preschool Education	43	20.2
	Special Education Teacher Training	41	19.2
Total		213	100

When Table 1 is analyzed, it is seen that 86.9% of the pre-service teachers who participated in the research did not have learning difficulties, 13.1% of them had learning difficulties, 72.3% of them were female, 27.7% of them were male, 5.6% of them were first grade, 25.4% of them were second grade, 40.4% of them were third grade, 28.6% of them were fourth grade, 20.2% of them were mathematics teachers, 18.8% of them were classroom teachers, 21.6% of them were Turkish language teachers, 20.2% were preschool teachers, 19.2% were special education teachers.

Data Collection Process

The data were collected through a semi-structured form created by the researchers. The data collection tool consists of two parts. In the first part, there are questions asked to determine the demographic characteristics of the pre-service teachers; in the second part, there is a semi-structured statement 'Inclusive language teaching is like ...., because.............' which aims to determine the perceptions of pre-service teachers about inclusive language teaching. The pre-service teachers were expected to complete this statement in about 20 minutes by focusing on only one metaphor.

Analyzing the Data

The data obtained in the study were analysed using the 'content analysis' technique. 'The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organising them in a way that the reader can understand' (Yıldırım & Şimşek, 2011, p. 227). Analysing the metaphors developed by pre-service teachers involves some stages (Saban, 2008). In the coding and sorting stage, the metaphors that emerged were identified and it was checked whether they were stated by the participants. At the stage of compiling sample metaphors, metaphors were evaluated and tried to be grouped with others in a similar way. In the category development stage, the related metaphors were identified and a list was presented. Categories were determined. In the validity and reliability stage, the data were digitised and examined by two different coders and data coding was performed. After the expert opinions, the metaphors that did not overlap were discussed and the metaphors and categories used in the study were finalized. Direct quotations were given in the research findings and concrete expressions were used for the findings. In the last stage, the data were transferred to the computer environment. The data were grouped and presented in tables as percentage and frequency.

Findings

According to the general findings obtained in this study, pre-service teachers produced a total of 90 valid metaphors for inclusive language teaching. These metaphors produced by pre-service teachers are given in Table 2.

Table 2. Preservice Teachers' Metaphors Related to Inclusive Language Teaching

Metaphor	f	Metaphor	f	Metaphor	f	Metaphor	f	Metaphor	f
world	15	teaching	14	puzzle	9	garden	8	tree	7
life	7	family	6	sea	5	human	5	teacher	5
justice	4	school	4	society	4	orchestra	4	dictionary	4
cooking	4	rainbow	3	blank paper	3	equality	3	bridge	3
completing deficiencies	3	lesson	3	child's speech	2	acceptance of difference	2	language requirements	2
meeting needs	2	libra	2	problem solving	2	communication	2	design	2
fruit	2	carpet	2	holistic	2	nature	2	book	2
development	2	cohesion	2	bird	2	flower	2	system	2
pencil	2	frame	2	travelling	2	umbrella	2	apartment	1
multimedia	1	digit	1	motor driving	1	tolerance	1	medicine	1
traffic	1	sport	1	united nations	1	bazaar	1	colour palette	1
country	1	iron	1	sighting	1	fish	1	robot	1

cupboard	1	chess	1	mother's lap	1	earth	1	horizon line	1
friend group	1	blood flow		car	1	encyclopaedia	1	intelligence	1
cat training	1	union set	1	step	1	snowball	1	success	1
star	1	cloud	1	sphere	1	culture	1	universal language	1
pantry	1	learning to walk	1	psychological support	1	space	1	shopping	1
plate	1	flag	1	mosaic	1	band-aid	1	freedom	1

When Table 2 is analysed, 46 of the 90 valid metaphors are produced by only one participant. These are: apartment, multimedia, motor driving, tolerance, medicine, traffic, sports, united nations, bazaar, colour palette, country, iron, enabling to see, fish, robot, cupboard, chess, mother's lap, soil, horizon line, friend group, blood flow, car, encyclopaedia, intelligence, cat training, combination set, step, snow ball, success, star, cloud, sphere, culture, universal language, pantry, learning to walk, psychological support, space, shopping, plate, flag, mosaic, band-aid, and freedom. The remaining metaphors created by pre-service teachers vary between two and fifteen. These are: world (15), teaching (14), puzzle (9), garden (8), tree (7), life (7), family (6), sea (5), human (5), teacher (5), justice (4), school (4), society (4), orchestra (4), dictionary (4), cooking (4), rainbow (3), blank paper (3), equality (3), bridge (3), lesson (3), completing the missing (2), requirements of language (2), child speaking (2), accepting difference (2), meeting needs (2), scales (2), problem solving (2), communicating (2), design (2), fruit (2), carpet (2), holistic (2), nature (2), book (2), development (2), cohesion (2), bird (2), flower (2), system (2), pen (2), frame (2), journey (2) and umbrella (2).

Categories of Prospective Teachers' Metaphors Related to Inclusive Language Teaching

The metaphors produced by pre-service teachers about inclusive language teaching were grouped into six categories. These categories and the metaphors in these categories are given in Table 3.

Table 3. Categories of Metaphors

Categories	Metaphors	Metaphor Frequency	Number of Metaphors
1.Inclusion	world (12), sea (4), tree (4), equality (3), garden (3), teaching (3), justice (2), society (2), framework (2), communicating (2), accepting difference (2), family (2), traffic (1), school (1), cloud (1), teacher (1), freedom (1), cabinet (1), development (1), encyclopaedia (1), orchestra (1), rainbow (1), dictionary (1), apartment (1), united nations (1), design (1), holistic (1), nature (1), pantry (1), space (1), jigsaw puzzle (1), flag (1), bazaar (1), fish (1), bird (1), carpet (1), scales (1), life (1), fruit (1), human (1)	69	40
2. Development of Language Skills	teaching (7), human (2), puzzle (6), child's speech (2), system (2), teacher (2), book (2), tree (2), school (2), justice (2), family (2), robot (1), car (1), bird (1), dictionary (1), cooking (1), lesson (1), earth (1), fruit (1), country (1), horizon line (1), blood flow (1), combination set (1), sea (1), blank paper (1), flower (1), nature (1) star (1), culture (1), learning to walk (1), number (1), carpet (1), development (1), band-aid (1), pencil (1), psychological support (1), meeting needs (1), medicine (1), iron (1), scales (1), plate (1), completing deficiencies (1), world (1), life (1), rainbow (1)	65	45
3.Teaching According to Individual Differences	garden (4), orchestra (3), jigsaw (2), problem solving (2), lesson (2), colour palette (1), design (1), meeting needs (1), book (1), cooking (1), completing deficiencies (1), rainbow (1), mosaic (1), multimedia (1), enabling to see (1), friend group (1), intelligence (1), sphere (1), tolerance (1), mother's lap (1), umbrella (1), tree (1), cohesion (1), human (1), language requirements (1), school (1), teaching (1)	35	27

4.Social Cohesion	bridge (3), society (2), family (2), world (2), universal language (1), teacher (1), language requirements (1), dictionary (1), fusion (1), exchange (1), human (1), holistic (1)	20	12
5.A Difficult Process	journey (2), life (2), motorbike riding (1), sport (1), success (1), pencil (1), step (1), cooking (1), snow ball (1), blank paper (1), flower (1)	13	11
6.Enriched Language Teaching Activity	teaching (3), life (3), garden (2), cat training (1), teacher (1), dictionary (1), chess (1), umbrella (1), cooking (1)	11	9
Total		213	90

1.Inclusiveness: In this category, which is formed by pre-service teachers who see inclusive language teaching as inclusiveness, there are 40 metaphors formed by 69 participants. Some of the participant expressions that form this category are given below.

'Inclusive language teaching is like a human being. Because language teaching is carried out by welcoming people of different cultures and races with understanding and tolerance.', 'Inclusive language teaching is like fruits. Because if there are fruits in different colours, tastes and shapes, different students are addressed in inclusive language teaching.', 'Inclusive language teaching is like a scale. Because it provides language teaching for people with different languages.', 'Inclusive language teaching is like a flag. Because just as the flag unites a nation under one roof, inclusive language teaching covers people.', 'Inclusive language teaching is like equality. Because it advocates that differences should be accepted.'

2. Development of Language Skills: In this category, which is formed by pre-service teachers who see inclusive language teaching as the development of language skills, there are 31 metaphors formed by 36 participants. Below are some of the participant expressions that make up this category.

'Inclusive language teaching is like a number. Because as we learn the competences and functions of language, language skills, like numbers, begin to increase and develop.', 'Inclusive language teaching is like the north star. Because, just like the north star finding direction, inclusive language teaching enables us to express ourselves better by improving our language skills.', 'Inclusive language teaching is like a jigsaw puzzle. Because when a piece of the puzzle is missing, the puzzle cannot be completed. Reading, writing, listening and speaking are the pieces of this puzzle.', 'Inclusive language teaching is like a band-aid. Because, just as a band-aid covers the wounds, the teaching helps students to improve their language skills in the area where they are deficient.', 'Inclusive language teaching is like a school. Because I think it is similar to a school in terms of correcting deficiencies and mistakes and teaching the correct ones.'

3.Teaching According to Individual Differences: In this category, which is formed by pre-service teachers who see inclusive language teaching as teaching according to individual differences, there are 27 metaphors formed by 35 participants. Below, some of the participant expressions forming this category are given. Some of the participant expressions forming this category are given below.

'Inclusive language teaching is like a character. Because it changes from person to person. Teaching is done according to the difficulties experienced by each individual.', 'Inclusive language teaching is like a garden. Because just as there are different species in the garden, there are different students in the classroom.', 'Inclusive language teaching is like an orchestra. Because even though there are different instruments in the orchestra, teaching is done according to each student's ability, level of understanding and readiness.', 'Inclusive language teaching is like a colour palette. Because just as different colours come together, teachers teach by taking into account students with different learning styles, interests and experiences.', 'Inclusive language teaching is like a rainbow. Because each colour is different with its own tone. The teacher adapts by teaching by taking these colours into consideration.'

4.Social Cohesion: In this category, which is formed by pre-service teachers who see inclusive language teaching as social cohesion, there are 12 metaphors formed by 20 participants. Some of the participant expressions forming this category are given below. Below, some of the participant expressions forming this category are given.

'Inclusive language teaching is like life. Because not being able to develop language skills leads to not being able to make sense of life and not being able to communicate with the people around.', 'Inclusive language teaching is like life. Because it is necessary to live together.', 'Inclusive language teaching is like a family. Because teaching enables everyone to get along with each other and create a positive environment.', 'Inclusive language teaching is like a bridge. Because it enables people of different nationalities to communicate and live in harmony.'

5.A Difficult Process: In this category, which is formed by pre-service teachers who see inclusive language teaching as a difficult process, there are 11 metaphors formed by 13 participants. Below, some of the participant expressions forming this category are given. Some of the participant expressions that make up this category are given below.

'Inclusive language teaching is like cooking. Just as it is difficult to cook every day, language teaching should be done regularly without getting tired', 'Inclusive language teaching is like life. Because we are constantly learning. In this case, we should improve our language skills by overcoming the difficulties we encounter.', 'Inclusive language teaching is like a journey. Because it is an endless process. We may encounter bad situations in this process. We should not turn back and give up.' 'Inclusive language teaching is like a long journey. Because you think you have reached the destination, but there is a tiring process you have to go through.', 'Inclusive language teaching is like a blank sheet of paper. Because if it is difficult to fill the blank paper, it is also difficult to eliminate reading, writing, listening and speaking mistakes.'

6.Enriched Language Teaching Activity: In this category, which is formed by pre-service teachers who see inclusive language teaching as an enriched language teaching activity, there are 9 metaphors formed by 11 participants. Below, some of the participant expressions forming this category are given. Some of the participant expressions forming this category are given below.

'Inclusive language teaching is similar to teaching. Because it aims to develop language teaching activities according to different styles and needs.', 'Inclusive language teaching is like an umbrella. Because it involves developing activities from simple to complex in teaching according to different language skills.', 'Inclusive language teaching is similar to teaching. Because it is based on experience-based learning like a teacher.', 'Inclusive language teaching is like training a cat. Because we should provide education by enriching the educational environments just like we educate the cat by attracting its attention.', 'Inclusive language teaching is similar to teaching. Because it supports language teaching by providing early intervention to students with inadequate language skills and offering different language activities.'

Data Regarding Whether Prospective Teachers Have Learning Difficulties or Not

The results of the conceptual categories of pre-service teachers about whether they have learning disabilities or not were analysed by using frequencies (f) and percentages (%). Table 4, which shows the comparison of six conceptual categories according to whether the pre-service teachers have learning difficulties or not, is given below.

Table 4. Comparison of conceptual categories according to whether the prospective teachers have learning disabilities or not

Categories	Did not experience learning difficulties f (%)	Experienced learning difficulties f (%)	Total f (%)
1. Inclusion	61 (88.4)	8 (11.6)	69 (32.4)
2. Development of language skills	54 (83.1)	11 (16.9)	65 (30.5)
3.Teaching according to individual differences	31 (88.6)	4 (11.4)	35 (16.4)
4.Social adaptation	18 (90)	2 (10)	20 (9.4)
5. A difficult process	12 (92.3)	1 (7.7)	13 (6.1)
6.Enriched language teaching activity	9 (81.8)	2 (18.2)	11 (5.2)

According to Table 4, the most preferred category of pre-service teachers who did not have learning difficulties was inclusiveness (n=61). This is followed by development of language skills (n=54), teaching to individual differences (n=31), social adaptation (n=18), a difficult process (n=12),

enriched language teaching activity (n=9). The most preferred category of pre-service teachers with learning difficulties is the development of language skills (n=11). This is followed by inclusion (n=8), teaching according to individual differences (n=4), social adaptation (n=2), enriched language teaching activity (n=2), difficult process (n=1).

Data on the Gender Status of Prospective Teachers

The results of the conceptual categories of pre-service teachers' gender status were analysed using frequencies (f) and percentages (%). Table 5, which shows the comparison of six conceptual categories according to the gender status of pre-service teachers, is given below.

Table 5. Comparison of Conceptual Categories According to the Gender Status of Prospective Teachers

Categories	Female f (%)	Male f (%)	Total f (%)
1. Inclusion	43 (62.3)	26 (37.7)	69 (32.4)
2.Development of language skills	52 (80)	13 (20)	65 (30.5)
3.Teaching according to individual differences	27 (77.1)	8 (22.9)	35 (16.4)
4.Social adaptation	16 (80)	4 (20)	20 (9.4)
5.A difficult process	8 (61.5)	5 (38.5)	13 (6.1)
6.Enriched language teaching activity	8 (72.7)	3 (27.3)	11 (5.2)

According to Table 5, the category most preferred by female students is the development of language skills (n=52). This is followed by inclusiveness (f=43), teaching to individual differences (f=27), social adaptation (f=16), a difficult process (f=8), and enriched language teaching activity (n=8). The most preferred category by male students is inclusiveness (n=26). This is followed by developing language skills (n=13), teaching according to individual differences (n=8), a difficult process (n=5), social adaptation (n=4), and enriched language teaching activity (n=3).

Data on Prospective Teachers' Class Level Status

The results of the conceptual categories of the pre-service teachers regarding their grade level were analysed using frequencies (f) and percentages (%). Table 6, which shows the comparison of six conceptual categories according to the grade level of pre-service teachers, is given below.

Table 6. Comparison of Conceptual Categories According to the Grade Level Status of Prospective Teachers

Categories	1 f (%)	2 f (%)	3 f (%)	4 f (%)	Total f (%)
1.Inclusion	5 (7.2)	17 (24.6)	29 (42)	18 (26.1)	69 (32.4)
2. Development of language skills	1 (1.5)	14 (21.5)	26 (40)	24 (36.9)	65 (30.5)
3.Teaching according to individual differences	-	13 (37.1)	16 (45.7)	6 (17.1)	35 (16.4)
4.Social adaptation	4 (20)	2 (10)	9 (45)	5 (25)	20 (9.4)
5.A difficult process	-	5 (38.5)	3 (23.1)	5 (38.5)	13 (6.1)
6.Enriched language teaching activity	2 (18.2)	3 (27.3)	3 (27.3)	3 (27.3)	11 (5.2)

According to Table 6, the most preferred conceptual category by first grade students is inclusiveness (n=5). This is followed by social cohesion (n=4), enriched language teaching activity (n=2), and development of language skills (n=1). Second grade students' most preferred category is inclusiveness (n=17). This is followed by development of language skills (n=14), teaching according to individual differences (n=13), a difficult process (n=5), enriched language teaching activity (n=3), and social adaptation (n=2). Third grade students' most preferred category is inclusiveness (n=29). This is followed by developing language skills (n=26), teaching according to individual differences (n=16), social cohesion (n=9), a difficult process (n=3), and enriched language teaching activity (n=3). The fourth-grade students' most preferred category is the development of language skills (n=24). This is followed by inclusion (n=18), teaching according to individual differences (n=6), social adaptation (n=5), and a difficult process (n=5), and enriched language teaching activity (n=3).

Data on the Departmental Status of Prospective Teachers

The results of the conceptual categories of the pre-service teachers' departmental status were analyzed using frequencies (f) and percentages (%).

Table 7, which shows the comparison of six conceptual categories according to the departmental status of pre-service teachers, is given below.

Table 7. Comparison of Conceptual Categories According to the Departmental Status of Prospective Teachers

Categories	Math's Teacher	Classroom Teacher	Turkish Teacher	Preschool Teacher	Special Education Teacher	Total
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
1.Inclusion	14 (20.3)	14 (20.3)	15 (21.7)	9 (13)	17 (24.6)	69 (32.4)
2.Development of language skills	13 (20)	13 (20)	16 (24.6)	11 (16.9)	12 (18.5)	65 (30.5)
3.Teaching according to individual differences	4 (11.4)	6 (17.1)	8 (22.9)	12 (34.3)	5 (14.3)	35 (16.4)
4.Social adaptation	5 (25)	2 (10)	1 (5)	7 (35)	5 (25)	20 (9.4)
5.A difficult process	3 (23.1)	3 (23.1)	3 (23.1)	4 (30.8)	-	13 (6.1)
6.Enriched language teaching activity	4 (36.4)	2 (18.2)	3 (27.3)	-	2 (18.2)	11 (5.2)

According to Table 7, the most preferred conceptual category of pre-service teachers studying in the department of mathematics teaching is inclusiveness (n=14). This is followed by developing language skills (n=13), social adaptation (n=5), teaching according to individual differences (n=4), enriched language teaching activity (n=4), and a difficult process (n=3). The most preferred conceptual category of pre-service teachers studying in the department of classroom teaching is inclusiveness (n=14). This is followed by developing language skills (n=13), teaching according to individual differences (n=6), a difficult process (n=3), social adaptation (n=2), and enriched language teaching activity (n=2). The most preferred conceptual category of pre-service teachers studying in the Turkish language teaching department is the development of language skills (n=16). This is followed by inclusiveness (n=15), teaching according to individual differences (n=8), a difficult process (n=3), enriched language teaching activity (n=3), and social adaptation (n=1). The most preferred conceptual category of pre-service teachers studying in the department of preschool teaching is teaching according to individual differences (n=12). This is followed by development of language skills (n=11), inclusion (n=9), social adaptation (n=7), and a difficult process (n=4). The most preferred conceptual category of pre-service teachers studying in the special education teaching department is inclusion (n=17). This is followed by development of language skills (n=12), teaching according to individual differences (n=5), social adaptation (n=5), and enriched language teaching activity (n=2).

DISCUSSION

This study was prepared in order to reveal the metaphorical perceptions of pre-service teachers towards inclusive language teaching and to collect these metaphors under certain conceptual categories. Based on the results of the study, it was determined that pre-service teachers expressed their perceptions using different metaphors. In this study, the participants who formed the study group produced 90 metaphors about inclusive language teaching. These include; world, teaching, jigsaw puzzle, garden, tree, life, family, sea, human, teacher, justice, school, society, orchestra, dictionary, cooking, rainbow, blank paper, equality, bridge, filling in the gaps, language needs, child's speech, accepting difference, meeting needs, lesson, scales, problem solving, communicating, design, fruit, carpet, holistic, nature, book, development, fusion, bird, flower, system, pencil, frame, journey, umbrella, apartment, multimedia, figure, motor driving, tolerance, medicine, traffic, sport, united nations, bazaar, colour palette, country, iron, enabling vision, fish, robot, cupboard, chess, mother's lap, earth, horizon line, group of friends, blood flow, car, encyclopedia, intelligence, cat training, combination set, step, snow ball, success, star, cloud, sphere, culture, universal language, pantry, learning to walk, psychological support, space, shopping, plate, flag, mosaic, band-aid, and freedom.

This situation shows that it is not possible for pre-service teachers to explain inclusive language teaching with a single metaphor. In the researches conducted, no research was found to determine the metaphorical perceptions of pre-service teachers about inclusive language teaching. However, it was found that common metaphors were expressed in metaphor studies related to inclusion. In the study conducted by Kizilaslan and Tuncay (2023), teachers produced metaphors such as flowers and rainbows for students in inclusive classrooms. In the study examining the metaphorical perceptions of pre-service science teachers about inclusive education, inclusive teachers and inclusive students, the metaphors were generally compared to flowers and flowering plants (Talas, 2017). Similarly, Sevim (2019) examined the metaphors of pre-service teachers about the concept of disability and found that the most frequently expressed metaphors were 'flower and tree'.

The most preferred metaphors of pre-service teachers were world, teaching, jigsaw puzzle, garden, tree, life, family, sea, human, teacher, justice, school, society, orchestra, dictionary, cooking, rainbow, blank paper, equality, bridge, completing deficiencies, lesson, language needs, child's speech, accepting differences, meeting needs, scales, problem solving, communicating, design, fruit, carpet, holistic, nature, book, development, cohesion, bird, flower, system, pen, frame, journey, and umbrella. This situation reveals that the participants perceive inclusive language teaching as inclusiveness, development of language skills, and teaching according to individual differences. Indeed, in the definition of inclusive language teaching, there is a strong emphasis on ensuring that all learners, regardless of their skills, background or identity, have fair access to education and actively participate in the learning process (Troeva, 2017). In addition, their less preferred categories are social cohesion, a difficult process, and enriched language teaching activity.

The categories for the metaphors produced by pre-service teachers for inclusive language teaching were analysed according to whether they had learning difficulties or not, gender, grade level and department variables. While the most preferred category of pre-service teachers who did not have learning difficulties was inclusion, the most preferred category of pre-service teachers who had learning difficulties was the development of language skills. While the least preferred category of pre-service teachers who did not have learning disabilities was enriched language teaching activity, the least preferred category of pre-service teachers who had learning disabilities was a difficult process. The fact that the most preferred category of pre-service teachers with learning disabilities was the development of language skills showed that they emphasised the importance of developing the language skills of students with learning disabilities. Since there is no related research in the literature, the result obtained could not be associated with the researches.

When the categories for the metaphors produced by pre-service teachers for inclusive language teaching are analysed in terms of gender, the category most preferred by female pre-service teachers is the development of language skills. This is followed by inclusion, teaching according to individual differences, social adaptation, a difficult process, and enriched language teaching activity. The most preferred category of male students is inclusiveness. This is followed by development of language skills, teaching according to individual differences, a difficult process, social adaptation, and enriched language teaching activity. Since there is no related research in the literature, the result obtained could not be associated with the researches.

When the categories for the metaphors produced by pre-service teachers for inclusive language teaching are analysed in terms of grade level, the most preferred conceptual category by first year students is inclusiveness. This is followed by social cohesion, enriched language teaching activity, and development of language skills. Second grade students' most preferred category is inclusiveness. This is followed by development of language skills, teaching according to individual differences, a difficult process, enriched language teaching activity, and social cohesion. Third grade students' most preferred category is inclusiveness. This is followed by developing language skills, teaching according to individual differences, social adaptation, a difficult process, and enriched language teaching activity. Fourth grade students' most preferred category is the development of language skills. This is followed by inclusion, teaching according to individual differences, social adaptation, a difficult process, and enriched language teaching activity. Since there is no related research in the literature, the result obtained could not be associated with the researches.

When the categories for the metaphors produced by pre-service teachers for inclusive language teaching are analyzed in terms of grade level, the most preferred conceptual category of pre-service

teachers studying in the department of mathematics teaching is inclusiveness. This is followed by development of language skills, social adaptation, teaching according to individual differences, enriched language teaching activity, and a difficult process. The most preferred conceptual category of pre-service teachers studying in the department of classroom education is inclusiveness. This is followed by developing language skills, teaching according to individual differences, a difficult process, social adaptation, and enriched language teaching activity. The most preferred conceptual category of pre-service teachers studying in the Turkish language teaching department is the development of language skills. This is followed by inclusiveness, teaching according to individual differences, a difficult process, enriched language teaching activity, and social adaptation. The most preferred conceptual category of pre-service teachers studying in the department of preschool teaching is teaching according to individual differences. This is followed by the development of language skills, inclusiveness, social adaptation, and a difficult process, respectively. The most preferred conceptual category of pre-service teachers studying in the special education department is inclusion. This is followed by development of language skills, teaching according to individual differences, social adaptation, and enriched language teaching activity. Since there is no related research in the literature, the result obtained could not be associated with the researches.

Inclusion is among the categories produced by pre-service teachers. Inclusive teaching should be open to all participants. In terms of the inclusive classroom, creating a 'barrier-free' educational environment in foreign language learning for children with disabilities begins with the creation of a positive psychological climate, the achievement of academic results and the empowerment of all students in the classroom (Cummins, 1989). However, Goncharova (2020) also states that the issue of choosing a practical methodology for teaching foreign languages to children with health problems in the conditions of inclusive education is still controversial.

The categories produced by pre-service teachers include teaching according to individual differences and enriched language teaching activity. The importance of inclusive language classrooms is recognised as places where students with diverse backgrounds and abilities can be (Anis & Khan, 2023). As a matter of fact, Goncharova (2020) stated that finding an approach in language teaching for students with individual differences and revealing their abilities. Creating multilingual classroom spaces that draw on students 'background knowledge and aim to strengthen their multilingual identities supports students' realisation that they have the capacity to be multilingual and multiliterate, engage in higher order thinking skills, generate new knowledge and create academic work they can be proud of (Cummins et al., 2015; Susanto & Nanda, 2018). Among enriched language teaching activities, multimedia presentations are an effective and efficient way of providing information. It can enable children to hold their attention for as long as possible (Goncharova, 2020; Indrarathne & Herath, 2024; Smith, 2019; Tuzlukova et al.) On the other hand, students' mother tongue and the foreign language they will learn can be used in language activities. For example, students can read a story in one language and tell it in another language (Krulatz & Iversen, 2020).

Among the categories produced by pre-service teachers is a difficult process. In the studies conducted, teachers stated that they may encounter difficulties in inclusive environments in integrating and expressing students in the classroom (Aksu Ataç & Taşçı, 2020; Cardenas & Inga, 2021). In the study conducted by Aksu Ataç and Taşçı (2020), it was determined that most of the pre-service teachers do not have sufficient expertise and skills in teaching students with learning difficulties. One of the other problems they will face is a child who is less motivated to learn a foreign language. Most of these children take individual tasks and are distracted from general classroom work or are asked to work on equal terms with other students, which makes it difficult for them to perceive foreign language positively as a school subject and does not bring success, which is considered a sine qua non condition of modern educational requirements (Zhetpisbayeva & Shalbayeva, 2019).

CONCLUSION

As a result, the findings of this study can be used as a tool to reveal the perceptions of pre-service teachers towards inclusive language teaching. The following suggestions can be listed for the results; It was found that pre-service teachers produced at least the category of enriched language teaching activities related to inclusive language teaching. In this respect, pre-service teachers' knowledge about the enriched language teaching category can be increased. Some pre-service teachers produced

the category of a difficult process. Training can be given to facilitate this process. Further studies in inclusive language classrooms would be useful to support, reinforce or refute the results of the research and encourage discussions to identify more inclusive measures and accessible materials. The results of this study can help future teachers in inclusive language classrooms to develop their lesson plans and practices. To better understand how inclusive language teaching can be improved, research studies could focus on specific groups of learners, such as pre-service teachers, learners from different language backgrounds, or learners with special educational needs.

Data Availability

Data is available upon reasonable request.

REFERENCES

Ahlgren, K., Golden, A., & Magnusson, U. (2021). Metaphor in education: A multilingual and Scandinavian perspective. *Metaphor and the social world*, *11*(2), 196-211.

Aksu Ataç, B., & Taşçı, S. (2020). An investigation of prospective language teachers' knowledge and attitudes towards inclusive education in Turkey. *International Journal of Curriculum and Instruction 12*(2), 359-373.

Altındağ-Kumaş, Ö., & Süer, S. (2020). Öğretmen adaylarının özel eğitime ilişkin metaforik algıları [Preservice teachers' metaphoric perceptions of special education]. *Uluslararası Toplum Araştırmaları Dergisi, 16*(28), 1076-1101.

Anis, M., & Khan, R. (2023). Integrating Multimodal Approaches in English Language Teaching for Inclusive Education: A Pedagogical Exploration. *Universal Journal of Educational Research,* *2*(3), 241-257.

Anya, U. (2021). Critical race pedagogy for more effective and inclusive world language teaching. *Applied Linguistics*, *42*(6), 1055-1069.

Baştuğ, Y. E., & Servi, C. (2021). Öğretmen adaylarının özel gereksinimli bireylere ilişkin tutumlarının metaforik algıları çerçevesinde incelenmesi: Bir karma desen incelemesi. *e-Kafkas Eğitim Araştırmaları Dergisi, 8,* 770-787.

Cardenas, J., & Inga, E. (2021). Methodological experience in the teaching-learning of the English Language for students with visual impairment. *Education Sciences, 11*(9), 515.

Chong, C.S. (2021). Six trends for the new future of English language teaching. Retrieved January 21, 2025, from https://www.britishcouncil.org/voices-magazine/six-trends-english-language-teaching-2021.

Colston, H.L., & Gibbs, R.W. (2021). Figurative language communicates directly because it precisely demonstrates what we mean. *Canadian Journal of Experimental Psychology, 75*(2), 228-233.

Coste, D. (2014). *Plurilingualism and the challenges of education*. In P. Grommes, & A. Hu (Eds.), Plurilingual edu-cation. Policies – practices – language development (pp. 15–32). Amsterdam: John Benjamins Publishing Company.

Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity texts and academic achievement: Connecting thedots in multilingual school contexts. *TESOL Quarterly, 49*(3), 555–581.

Dayı, E., Açıkgöz, G., & Elçi, A. N. (2020). Güzel sanatlar eğitimi bölümü öğretmen adaylarının özel gereksinimli öğrencilere yönelik metaforik algıları (Gazi Üniversitesi örneği). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 21*(1), 95-122.

Eikel-Pohen, M. (2019). Assessing disability-inclusive language teaching methods with multimodality and universal design principles. *Die Unterrichtspraxis/Teaching German*, *52*(1), 1-13.

Erol-Sahillioğlu, D. (2020). Okulöncesi öğretmenlerinin "kapsayıcı eğitim" kavramına ilişkin görüşleri: Bir metafor analizi çalışması. *Journal of Inclusive Education in Research and Practice, 1*(1), 24-41.

Ersoy, M. (2021). Prospective teachers' metaphoric perceptions of inclusive education. *International Journal of Progressive Education, 17*(2), 240-259.

Gerlach, D. (2021). Inclusive Language Teaching. *Research Questions in Language Education and Applied Linguistics: A Reference Guide*, 87-90.

Gibbs, R.W. (2006). Metaphor interpretation as embodied simulation. *Mind & Language, 21*(3), 434-458.

Goncharova, L. A. (2020). Foreign language teaching within inclusive education: innovations and prospects. *International Journal of Social Sciences and Humanities*, *4*(2), 85-90.

Herranz-Hernández, P., Fernández-Hernández, J. L., & Segovia-Torres, L. (2023). Emotional metaphors for an inclusive classroom climate. *Environment and Social Psychology*, *9*(1), 1-10.

Indrarathne, B., & Herath, G. (2024). Designing materials to raise pre-service TESOL teacher awareness of learning difficulties and inclusive language teaching. In *Developing Materials for Innovative Teaching and Sustainable Learning: ELT Practitioners' Experiences from Diverse Global Contexts* (pp. 409-430). Cham: Springer Nature Switzerland.

Jewitt, C. (2013). Multimodal methods for researching digital technologies. In C. Jewitt (Ed.), The routledge handbook of multimodal analysis (pp. 22-35). Routledge.

Kazu, İ. Y., & Yıldırım, D. (2021). Özel eğitim öğretmenlerinin özel gereksinimli birey ve özel eğitim kavramlarına yönelik metaforik algıları [Metaphoric perceptions of special education teachers towards the concepts of individual with special needs and special education]. *Tarih Okulu Dergisi, 51,* 1121-1144. http://dx.doi.org/10.29228/Joh.42759

Kizilaslan, A., & Tuncay, A. A. (2023). A study of perceptions as expressed through metaphors: what do preschool teachers think about their inclusive students?. *European Journal of Special Needs Education*, *38*(1), 32-47.

Kormos, J., & Nijakowska, J. (2017). Inclusive practices in teaching students with dyslexia: Second language teachers' concerns, attitudes and self-efficacy beliefs on a massive open online learning course. *Teaching and Teacher Education*, *68*, 30-41.

Kress, G., & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. Oxford University Press.

Krulatz, A., & Iversen, J. (2020). Building inclusive language classroom spaces through multilingual writing practices for newly-arrived students in Norway. *Scandinavian journal of educational research*, *64*(3), 372-388.

Saban, A., Kocbeker, B. N., & Saban, A. (2006). Öğretmen adaylarının öğretmen kavramına, ilişkin algılarının metafor analizi yoluyla incelenmesi. Kuram ve Uygulamada Eğitim Bilimleri, 6(2), 461-523.

Saban, A. (2008). Metaphors about School. *Educational Administration: Theory and Practice, 55,* 459-496.

Sevim, Z. (2019). A metaphorical analysıs of the disability concept. *The Journal of International Social Research, 12*(64), 518-524.

Smith, A. M. (2019). Mapping musical elements for inclusive language teaching. *Language Issues: The ESOL Journal*, *30*(1), 16-23.

Susanto, S. & Nanda, D. S. (2018). Teaching and learning English for visually impaired students: An ethnographic case study. English Review: Journal of English Education. 7(1), 83-92.

Talas, S. (2017). Investigatıon of preservice preschool teachers' perceptions of "inclusive student" through metaphors. *Journal of International Management, Educational and Economics Perspectives, 5*(2), 34-44.

Themelis, C., & Sime, J. A. (2020). Comics for inclusive, technology-enhanced language learning. *Digital innovations and research in language learning*, 93-114.

Troeva, B. (2017). Inclusive education in foreign language teaching: what is the first step to make it work?. *Юбилеен годишник на департамент, Англицистика, 2016,* 29-41.

Tuzlukova, V., Al Siyabi, J., Al Kaabi, K., & Hadra, M. (2023). Established practices, challenges and achievements in creating inclusive English language classrooms in Oman's institutions of higher education. *Journal of Teaching English for Specific and Academic Purposes*, 329-339.

Ünal, E. (ed.) (2020). *Kapsayıcı dil öğretimi*. Vizetek Yayıncılık.

Walters, S. (2010). Toward an accessible pedagogy: Dis/ability, multimodality, and universal design in the technical communication classroom. *Technical Communication Quarterly, 19*(4), 427-454.

Walton, E., & Lloyd, G. (2011). An analysis of metaphors used for inclusive education in South Africa. *Acta Academica*, *43*(3), 1-31.

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

Zhetpisbayeva, B. A., & Shalbayeva, D. K. (2019). Problems of foreign language teaching method to children with special educational needs within the inclusive education in Kazakhstan. *Bulletin of the Karaganda university Pedagogy series*, *93*(1), 45-51.