

Identifying Training Needs of In-Service EFL Teachers in Inclusive Schools in Egypt

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Abstract

With the implementation of inclusion in public schools in Egypt, there are demands for improving the professional development programs provided to in-service teachers concerning inclusive education. To that end, this mixed methods study aimed to identify the needs and preferences of English as a Foreign Language teachers regarding working with special-need students. The study also sought to explore the relationship between participants' profile and their needs. Two hundred eighteen in-service teachers at primary schools in Egypt were selected by cluster sampling method to participate in a need assessment questionnaire while eight were interviewed. Participants reported lack of training in inclusive education, large class size, negative attitudes, shortage of time, heavy workload, and unfamiliarity with necessary strategies as barriers to inclusion. In addition, participants prioritized their needs for identification of language disorders, teaching methods, individualized instruction through curriculum adaptation and Individualized Educational Plans, and controlling behavioral problems. There were significant differences in participants' needs based on age, years of experience and qualifications. The teachers preferred face-to-face workshops, mentor-supported learning and project-based learning besides morning sessions in weekdays. Recommendations for professional development programs and future research were provided.

Keywords: EFL teachers, inclusion, in-service, needs assessment, professional development, special educational needs

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