

5th World Conference on Teaching and Education



08-10 December 2022

Berlin, Germany

An analysis of the Jordanian EFL Teachers' attitudes towards Inclusive Education and its Effect on the Students at Alzaatari Camp for Syrian Refugees

Dr. Hana Ahmad Al-Badou

Passion University, Jordan

Abstract

This study focused on the situation of inclusive education at Alzaatari camp for Syrian refugees in Jordan. The researcher used a non-experimental, descriptive design to analyze the perceptions of the EFL Jordanian teachers at Alzaatari. A questionnaire that consists of 15 quantitative questions about inclusive education, and the teachers wrote their points of view and their directions to improve the situation of inclusive education. The participants of the study are 41 English Jordanian teachers at Alzaatari Camp who answered the questions of the questionnaire. The results of this paper showed that inclusive education is not a problem in the educational environment at Alzaatari camp, but the teachers wrote several conditions to make inclusive education more effective and more useful for the learners. These conditions are various, and the frequent condition is: giving the teachers specific courses with applicable practices about inclusive education, and how to deal with students to be more qualified to assume the responsibilities in inclusive education. Also, the teachers reported the need for the cooperation from students' parents and the other people who can help the students with disabilities.

Key terms: Inclusive Education, Academic Achievement, EFL Teachers, Attitudes