

EXPLORING IN-SERVICE EFL TEACHERS PERSPECTIVES ON IMPLEMENTING INCLUSIVE EDUCATION IN BENINESE SECONDARY SCHOOLS

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ABSTRACT

This study presents Beninese in-service EFL teachers' perspectives on obstacles and facilitators to the implementation of an inclusive approach to teaching and learning in secondary schools. Following a qualitative design, 180 participants were selected and organized into heterogeneous discussion groups in order to collect relevant data. Eventually 160 participated in the study, thereby giving a participation rate of 88,88%. Audio recordings of the sessions were made and transcribed using Voice Notes 3.56 (free) set on a TECNO-F2 android cellphone. The data analysis indicated two different approaches to the concept of inclusion: one focused on students with special educational needs and another that argues that inclusion has to do with all students. Principal obstacles relate to the lack of teacher training as far as attention to diversity and inclusive approaches and techniques in classes as well as the scarcity of resources. Factors that boost inclusion in classes include solidarity and collaboration with peers and other school professionals.

KEYWORDS: *Benin Context, In-Service EFL Teachers, Obstacles, Facilitators, Inclusion.*