PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University Center - Mila

Institute of Letters and Languages
Department of Foreign Languages
Branch: English

Teachers' and Students' Perceptions About the Impact of Inclusive Education on Learners' Achievement

The Case of Master One EFL Students at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:** Dr. Amina ZEMIECHE
1) Kaouther SAHLI
2) Niama Elbatoul BENZAHRA

Board of Examiners:
Chairman: Dr. Noureddine KRIMAT
Supervisor: Dr. Amina ZEMIECHE
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Dedication

In the name of Allah, the most merciful, the most compassionate. Alhamdulillah for every step, every challenge, and every moment of growth that led me to this point.

I dedicate this humble work to the most precious people in my life:

To my beloved parents **Abd Elmalek** and **Sihem**, the guiding light of my soul. Your sacrifices, endless prayers, and unconditional love made all of this possible. Your strength and constant encouragement have been my anchor, my comfort, and my motivation. I am forever indebted to you

To myself, for the perseverance, faith, and resilience through every obstacle. And **to my supervisor, Amina Zemieche**, whose guidance, patience, and support have been instrumental in shaping this journey thank you from the depths of my heart.

To my gorgeous sister **Amani,** your warmth and kindness fill my heart. To your two little angles, **Ouways** and **Mohamed** , my shining stars, whose innocent laughter brings endless joy to my days, may your light always brighten our world, and to the precious soul who is yet to arrive, my sweet princess who is expected to join us next months, even before I hold you in my arms, I hold you in my heart. You are already deeply loved, and I can't wait to watch you grow, dream, and shine.

To my king-hearted brothers **Abd Elkayoum** and **Salah Eddine**, your support and encouragement meant more than words can express. Thank you for standing by me.

To my dear friends, thank you for being a part of this journey, for lifting me when I stumbled, and for celebrating every small victory along the way.

"Those who love us never leave us. They walk beside us every day unseen, unheard, but always near, still loved, still missed, and forever dear."

With all my heart,

Kaouther Sahli.

Dedication

In the name of Allah, the Most Merciful, the Most Compassionate. Peace and blessings be upon our Prophet Muhammad, the most noble of all creation. All praise and thanks are due to Allah, whose mercy, guidance, and blessings have been with me through every step of this journey. Without Him, I would not have reached this important moment in my life.

I dedicate this work first to the soul of my kind and loving grandmother, who left this world before she could see me graduate. Her memory lives on in my heart, and I hope this achievement would have made her proud.

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Niama Elbatloul.

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Abstract

It has become increasingly clear that inclusive education is a priority in modern educational discourse. Despite the growing adoption of inclusive education, yet there remains limited understanding of how teachers and students perceive its impact on learner achievement. Many teachers feel unprepared to implement inclusive strategies, which may affect students' progress especially those with disabilities. This study aims to examine teachers' and learners' awareness of the impact of inclusive education on learners' achievement. As a part of this research, three questions are raised: (1) How do Master One EFL students and teachers at Abd Elhafid Boussouf university center Mila perceive the impact of inclusive education on students' learning experiences, achievements, and academic performance? (2) What are the critical challenges that teachers face in inclusive education, and how do these challenges influence learners' outcomes? (3) In what ways do teachers' attitudes towards inclusive education shape their perceptions of its impact on learners' achievement? To reach the aim of the study and answer the research questions, a questionnaire was administered to seventy-nine Master one EFL students of English, and another questionnaire was administered to fifteen EFL teachers. Both samples were taken from the Department of Foreign Languages, Abd Elhafid Boussouf University Center, Mila. The major findings indicate that both teachers and students have positive attitudes towards inclusive education and believe that it promotes academic and social development, they also recognize significant challenges, such as limited differentiated instruction, a lack of training, large class sizes and insufficient resources. They emphasize that improved training, resources and institutional support are crucial to enhancing its impact on learner achievement. Although inclusive education is applied in the EFL classroom, yet not to a large extent.

Key words: Inclusive Education, Academic performance, learners with disabilities, Learners achievement, EFL classrooms.

List of Abbreviations and Symbols

ALE : Anglais Langue Étrangères

AT : Assistive Technology

CRPD : Convention on the Rights of Persons with Disabilities

EFA: Education For All

EFL: English as a Foreign Language

ESL: English as a Second Language

ICF: International Classification of Functioning

IE: Inclusive Education

IEP : Individualized Education Plan

LD: Learning Disabilities

NCLD : National Center for Learning Disabilities

SDGs: Sustainable Development Goals

SDT: Self Determination Theory

SEL: Social-Emotional Learning

SEND : Special Educational Needs and Disabilities

TEFL : Teaching English as a Foreign language

UDHR: Universal Declaration of Human Rights

UDL: Universal Design for Learning

UNESCO: United Nations Educational, Scientific and Cultural Organization

%: Percent

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General Introduction

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General Introduction

Education plays a pivotal role in shaping individuals and societies, and inclusive education represents a transformative approach that embraces diversity within the classroom. As education systems worldwide increasingly adopt inclusive practices, understanding teachers' perceptions becomes essential, as they are key players in the successful implementation of these initiatives. Inclusive education is a teaching approach that ensures all students, regardless of their backgrounds or abilities, have equal opportunities for success in a supportive environment (Roy, 2023, p.16). It focuses on diversity, equity, and inclusion, creating a learning space where every learner's unique strengths are recognized and utilized. More specifically, it seeks to address the educational needs of all students, with a particular emphasis on those who are excluded due to disabilities or learning difficulties.

1. Background of the Study

Inclusive education evolved as a significant concept in modern educational systems, aiming to ensure that all learners, regardless of ability, received an education in mainstream classes. This philosophy was based on the belief that education was a fundamental human right and the foundation of a just and equitable society (UNESCO, 2001, p. 15). International and European policy frameworks, such as those developed by the European Agency (2017a, 2017b), the OECD (2012), UNICEF (2017), and SWIFT (2017), constantly emphasised the importance of inclusive education in promoting equal access to learning and more equitable academic achievements for all learners.

Over the last decade, an increasing amount of research examined the impact of inclusive education on the academic performance of students with and without disability. Most of these studies found a positive correlation between inclusive education and learning outcomes (de Graaf, Van Hove & Haveman, 2013; Dessemontet, Bless & Morin, 2012; Dyssegaard &

Larsen, 2013; Heir et al., 2016; Oh-Young & Filler, 2015). These findings suggested that, when implemented successfully, inclusive approaches improved the academic development of students with special educational needs, as well as benefited their peers without such needs.

However, the success of inclusive education depended primarily on instructors' perspectives, attitudes, and preparation. Previous studies such as Avramidis and Norwich's (2002) review of literature, highlighted teachers' perspectives on the influence of inclusive education on student achievement varied greatly, ranging from positive to neutral or even negative, depending on various factors. These factors included their professional training, level of experience, and the amount of institutional and administrative assistance they received. Therefore, it was critical to assess teachers' opinions when evaluating the real-world implementation and success of inclusive techniques, especially in English as a Foreign Language (EFL) classrooms, where linguistic diversity existed.

2. Statement of the Problem

Although inclusive education policies are increasingly being adopted worldwide, there is still a significant gap in understanding how teachers view inclusion impact on student performance. Inclusive education aims to ensure equitable learning opportunities for all students, regardless of their unique needs and backgrounds. However, teachers' differing perspectives can greatly affect the academic, social, and emotional outcomes of students, especially those with disabilities or special educational needs. This dissertation seeks to examine teachers' and learners' views on how inclusive education influences student achievements. By exploring these perceptions, the study will provide valuable insights into the challenges and supports that shape the effective implementation of inclusive education, ultimately helping to guide policies and practices that improve learning outcomes for all students.

3. Aims of the study

This study aims to investigate:

- Teachers' and students' perceptions of inclusive education at Abd Elhafid University Center Mila, with a focus on its impact on learner's academic performance.

- The challenges of implementing inclusive education.

- How these challenges influence learner academic, social and emotional achievement.

4. Research Questions

- How do Master One EFL students and teachers at Abd Elhafid Boussouf university center, Mila perceive the impact of inclusive education on students' learning experiences, achievements, and academic performance?

- What are the critical challenges that teachers face in inclusive education, and how do these challenges influence learners' outcomes?

- In what ways do teachers' attitudes towards inclusive education shape their perceptions of its impact on learners' achievement?

5. Research Methodology

To gain an in-depth understanding of teachers' and students' perceptions regarding the implementation of inclusive education and its impact on learners' academic success, this study adopted a quantitative research method. Data were collected through two questionnaires targeting teachers and first-year master's students in the Department of Foreign Languages at Abd Elhafid Boussouf University Center Mila.

6. Structure of the Study

This study consists of two chapters wherein the first chapter constitutes the theoretical part of the research, while the second is devoted to the practical part. The first chapter, entitled "Inclusive Education and Learners' Achievement", has two sections, which offer theoretical insight into both inclusive education and learners' achievement. The first section, "Inclusive Education", is devoted to offering an overview of disability and special education needs in order to provide a framework for understanding inclusion. It begins by defining inclusive education and presenting its theoretical underpinnings, particularly through the lens of social constructivism, ecological systems theory and the universal design for learning. Additionally, it outlines the core principles and objectives that guide inclusive practices, emphasizing equity, access, and participation. The section also explores teachers' perceptions and attitudes toward inclusion, highlighting both the challenges they encounter and the benefits that inclusive education can bring to EFL classrooms.

The second section, "Learners' Achievement," builds on this by offering a detailed conceptualization of what constitutes learner success in inclusive classrooms. It explores the theoretical background of achievement through Bloom's Taxonomy, Self-Determination Theory, and Growth Mindset Theory. Furthermore, it examines achievement among learners with and without disabilities, highlighting the academic, social, and emotional benefits of inclusive education, as well as the challenges such as attention management and resource limitation. The section also investigates the relationship between inclusion and learner achievement from the perspective of teachers, emphasizing the impact of teacher expectations, the value of personalized feedback, and the importance of differentiated

instruction. It concludes by presenting effective classroom strategies aimed at enhancing learner achievement within inclusive EFL environments.

The second chapter, is designed to provide a description of the practical part of the current research. The chapter begins with providing a reminder of the research questions and the aims of the study. The research methodology is then explained in detail through the description and analysis of both the students' and the teachers' questionnaires. The chapter devotes considerable attention to the analysis and interpretation of the main findings and their potential implications. Towards the end, the chapter concludes with delineating the limitations of the study as well as providing some recommendations.

Chapter One: Inclusive Education and Learners' Achievement

1.1. Inclusive Education

1.1.1. Definition of Inclusive Education

Inclusive education embodies the principle of education for all, functioning as a mechanism to enhance the educational system's capacity to accommodate all learners. "Inclusive education, according to Kavita Roy (2023,p.2), is a teaching approach that ensures all students, regardless of background or ability, have equal opportunities for success. It focuses on diversity, equity, and inclusion, creating an environment where every learner's unique strengths are celebrated and utilized ". (Ainscow, 1999, p.23) described inclusive education as an ongoing process that relies on continuous advancements in pedagogy and organizational practices within mainstream education.

1.1.1.1. Historical Context and Evolution

The journey towards inclusive education has seen significant changes. Inclusive Education emphasizes creating learning environments that embrace diversity, promote social justice, and ensure equal access to quality education for all students. This involves adopting a universal design for learning, that focuses on equity, inclusive curricula as well as providing the necessary support for diverse learning needs. Key aspects include fostering participation and engagement, encouraging autonomy and empowerment, involving parents and the community, promoting emotional well-being, and continuously improving the educational process. These principles aim to create an environment where students can thrive academically, socially, and personally. " According to Singh and Bhatia (2023.p3), In the process of its evolution, many perspectives like social exclusion, segregation, integration, diversity, disabled, disadvantaged, special education, inclusion education were highlighted distinctively. These perspectives viewed by pioneers in the past on social events

or otherwise have led to evolve the comprehensive concept of inclusion. Consequently, there have been sea changes in social, economic and educational system globally."

Inclusion is still a challenge due to its complexity. Often, what is labeled as inclusive practices does not fully meet this standard. Instead, they may resemble integration or partial inclusion. This occurs when students with diverse needs are present in general education classrooms but are not fully engaged in the learning process. Although they share the same physical space as their peers, they often do not receive the necessary support, accommodations, or resources to participate meaningfully in all activities.

This approach differs from full inclusion, which emphasizes providing tailored support to ensure equal access and participation for all learners. Hence, the evolution of inclusive education reflects continuous progress and ongoing adaptation, with the ultimate aim of establishing an educational system where all learners are genuinely included and supported.

1.1.1.2.International Policies and Frameworks

In today's globalized world, inclusive education is not only a fundamental human right but also an essential component of long-term growth. International policies and norms impact education practice and help governments make education more accessible to marginalized people.

Key documents such as the Universal Declaration of Human Rights (UDHR, 1948), the Salamanca Declaration (1994), the Convention on the Rights of Persons with Disabilities (CRPD, 2006), the Education for All (EFA) initiative (2000), and the Sustainable Development Goals (SDGs, 2015) have established inclusive education standards that are intended to foster equitable learning environments.

The UDHR is a historic declaration defining the fundamental rights of all human beings, and Article 26 clearly states that education is a fundamental right. This standard has significantly influenced later education frameworks, promoting inclusive and balanced education for all around the world.

The Salamanca Declaration drew attention to ensuring that students with special needs should educate themselves together with other students within ordinary educational environments and influenced policy at all levels of education, from primary to university.

The CRPD legally identifies education as a human right for people with disabilities and sets in place enshrinements for accessibility, active involvement, and equal chance in education. Article 24 appeals to higher learning institutions to open up higher education to students with disabilities through the provision of reasonable accommodation and pedagogical training for teachers.

EFA movement (1990) and SDG4 (2015) are global commitments to universal access to education. The EFA advocated achievement of learning requirements for all by 2015 and SDG4 advocated for inclusive quality and equal access opportunities to lifelong learning by 2030. These frameworks emphasize the responsibility of higher education institutions to remove barriers and create supportive environments for all students.

In conclusion, inclusive education must be put in place to enable equal opportunities. Global frameworks such as the CRPD, EFA, and SDG4 provide important guidelines for creating accessible education systems. Universities should integrate these principles to create inclusive learning environments that promote the empowerment of all students and promote a more equitable academic landscape.

1.1.2. The Theoretical Background of Inclusive Education

For the past decades, inclusive education has been a core concern for creating equity and providing equal access to education for every student, irrespective of background or disability (Ainscow, Booth, & Dyson, 2006). The idea focuses on building educational environments that celebrate diversity and enable every student to succeed (Florian & Black-Hawkins, 2011). Successful inclusive practices rely on very high levels of knowledge about the theories that support them (Loreman, Deppeler, & Harvey, 2010).

Theories such as Vygotsky's Social Constructivism, Bronfenbrenner's Ecological Systems Theory, and Universal Design for Learning offer strong explanations for good inclusive education in the domains of social interaction, environment, and personal development (Vygotsky, 1978; Bronfenbrenner, 1979; Rose & Meyer, 2002).

1.1.2.1. Social Constructivism by Vygotsky

Lev Vygotsky's theory of social constructivism has had a significant influence on inclusive education by emphasizing social interaction, the culture of the environment, and collaboration as determinants of thinking growth. The concept of the zone of proximal development emphasizes peer and expert guidance in learning to enable learners, even those with disabilities, to maximize their potential through collaborative work (Vygotsky, 1978, p. 86). This concept underpins collaborative learning environments, such as in the work of Alan Garand, where peer-assisted learning strategies are supported to enhance social competencies and academic performance (Garand, 2017).

Furthermore, Vygotsky's analysis of cultural mediation supports the need for curricula that embrace a diversity of backgrounds and experiences, as described by Jones and Miller in disability studies and inclusive education (Jones & Miller, 2013). Ivić (2014) uses Vygotskian theory to explore the cultural and psychological tools available to students with disabilities

and the need to enrich their social environment, noting that further research is needed to explore the complex dynamics of inclusive environments (Ivić, 2014; Lindsay, 2007).

Overall, Vygotsky's model supports inclusive education by advocating for equal learning opportunities, cooperation, and improved education for all learners (Nedović & Eminović, 2020, p. 9).

1.1.2.2.The Ecological System Theory

Urie Bronfenbrenner's Ecological Systems Theory provides a framework for explaining human development based on an analysis of the influence of various interrelated environmental systems on the development of a learner. The microsystem, which includes direct interactions with educational environments and home, emphasizes the importance of healthy relationships and effective parental involvement in promoting student motivation and academic achievement (Christenson & Havsy, 2004; Bronfenbrenner, 1977). The mesosystem emphasizes the need for successful school-family relationships for the development of expectations and meanings (Epstein, 2011; Murray et al., 2014).

Indirect exosystem influences, such as family jobs and district policies, also affect inclusive education (Neal et al., 2003; Shonkoff & Phillips, 2000). In addition, the macrosystem reflects how cultural values and societal beliefs shape the acceptance of students with different learning styles (Slee, 2011; United Nations, 2006), while the chronosystem considers the impact of socio-historical events on student success and problems (Bronfenbrenner, 1995).

Putting theory into practice requires an integrated education system that promotes collaboration between families, teachers, and communities to facilitate individualized, culturally sensitive instruction that respects diversity and ensures equity.

1.1.2.3.The Universal Design for Learning (UDL)

Universal Design for Learning (UDL) was developed by David H. Rose and CAST researchers in the 1990s. Promotes inclusive learning by providing an integrated system that ensures diverse learners have equal access to effective instruction. UDL allows instructors to adapt methods of teaching, curriculum structure, and testing for flexibility to make it easy for students to acquire content, absorb information, and express understanding according to what they are comfortable with. Meyer, Rose, and Gordon's (2014) work accentuates the role of UDL in fostering inclusivity through adaptive teaching methods, whereas Al-Azawei et al. (2016) provide empirical evidence that UDL-guided instruction enhances learners' engagement and learning outcomes in mixed-ability classes. Hence, UDL is an applicable way of achieving the ultimate goal of inclusive education, which aims at providing equal opportunities to learn for all learners.

1.1.3.Principles and Objectives of Inclusive Education

Inclusive education is a central basis of contemporary pedagogy that advocates for equitable learning opportunities for all students regardless of their ability, culture, or disability (Ainscow, 2020). The basis for this is the equity principle, which entails recognizing and addressing individual needs to eliminate barriers to learning through strategies such as assistive technology, differentiated teaching, and personalized support (Florin, 2014). Embracing variety, whether culturally diverse socioeconomic, or linguistic, enriches classrooms and increases engagement and achievement (Booth & Ainscow, 2011).

Effective inclusive pedagogy is distinguished by an adaptive and responsive approach to teaching, which includes practices such as differentiated instruction (Tomlinson, 2014), interdisciplinary collaboration between teachers and specialists (Loreman, Deppler, & Sharma, 2014), and the use of Universal Design for Learning (UDL) to accommodate various

learning styles (Meyer, Rose, & Gordon, 2014). Portfolios and project exams are examples of formative assessment strategies that provide a broader description of student development than standardized examinations, which only offer a limited perspective of the capabilities of inclusive learners (Black & Wiliam, 1998).

Although inclusive education has been most closely linked to primary and secondary school levels of education, its applicability is also extended at the university level, particularly for English as a Foreign Language (EFL) learners who face specific linguistic and motivational challenges. Inclusive strategies such as scaffolding, contextual vocabulary, and collaborative learning enhance their academic participation and overall achievement (UNESCO, 2020; Mitchell, 2014). Ensuring the inclusion of EFL learners not only boosts their confidence and autonomy in language use (Tomlinson, 2014) but also emphasizes the necessity of continuous professional development for teachers to integrate inclusive practices effectively (Loreman et al., 2014).

Lastly, inclusive education promotes not only educational achievement but also critical skills, including problem-solving, communication, and critical thinking essential competencies for success in the increasingly globalized world (Florian & Spratt, 2013). Inclusive education is thus an integrative strategy to ensure equity, participation, and achievement for all learners. This allows teachers to better meet the EFL students' needs in realizing their maximum academic and individual achievements.

1.1.4. Teachers' Perceptions and Attitudes towards Inclusive Education

In implementing inclusive education successfully, teachers with their perceptions and attitudes play a pivotal role in influencing EFL classroom practices and the achievements of learners with and without disabilities. As stated by Salisbury (2006, as cited in Nicole M.

McMillan 2008), attitudes toward inclusion were mostly influenced by the amount of education and academic preparation teachers receive.

1.1.4.1.Factors Influencing Teacher Perception

Several key factors shape teacher perceptions about implementing inclusive education in EFL classroom settings. Those factors directly impact teacher willingness, confidence, and the ability to apply inclusive practices inside the university. This creates an effective learning environment for both learners with and without disabilities. Many factors interact with the environment making it either a successful learning context for teachers and students or a negative set of circumstances that produces arduous tasks. (Rashelle Janine Mckenzie, 2016, p. 18)

Research indicates the significant role played by positive attitudes in shaping more effective pedagogical practices, as identified in Avramidis and Norwich's (2002) review of literature. On the other hand, appropriate training and professional development affect teachers' self-concepts in relation to being effective in teaching within inclusive classroom settings (Scruggs & Mastropieri, 2007). Furthermore, support systems may also have a positive impact on teachers' attitudes toward inclusion, and thus they will become more confident using inclusive approaches with their EFL university students (Villa & Thousand, 2005).

1.1.4.2.The Impact of Teacher Attitudes on Implementing Inclusive Education in the EFL Classroom

The attitudes of teachers have a profound effect on how effectively inclusive education is implemented in English as a Foreign Language (EFL) classrooms. When teachers have a positive outlook on the potential of every student, regardless of their abilities or backgrounds, they are more likely to create an engaging and supportive learning environment. Research by

Loreman, Deppeler, and Harvey (2010) shows that teachers who embrace inclusivity tend to use teaching strategies that accommodate a wide range of learners. Additionally, maintaining high expectations for all students can lead to better performance, as discussed by Jussim and Eccles (1992), who found that students often meet their teachers' expectations.

However, some teachers may struggle with inclusivity due to a lack of familiarity with diverse learning needs or misconceptions about inclusion, which Avramidis and Norwich (2002) note can result from insufficient training. This often leads to negative attitudes that hinder their ability to effectively support all students.

To cultivate more positive perspectives toward inclusive education, it is essential to focus on providing professional development and encouraging collaboration among teachers. According to Tomlinson (2014), continuous training can help educators develop the skills and confidence necessary for managing inclusive classrooms successfully. Additionally, co-teaching models proposed by Villa and Thousand (2005) promote teamwork between general and special education teachers, reinforcing the idea that all students can learn together. Reflective practices are also crucial, allowing teachers to critically assess and refine their beliefs about inclusion (Schön, 1983). By emphasizing collaboration, training, and self-reflection, educators can foster a more inclusive EFL classroom atmosphere that supports all students in their journey to learn a new language.

1.1.5. Challenges in Inclusive Education

The implementation of inclusive education principles in higher education poses significant challenges. Initially designed for younger students, inclusive education is now being adapted for post-secondary contexts. With increasing numbers of disabled students achieving success in their early education, there is a growing need to adopt inclusive practices in higher education.

1.1.5.1.Resource Limitations

A major obstacle to the implementation of inclusive education is the inadequate allocation of resources. Many higher education institutions face financial constraints that negatively affect the provision of assistive technology, specialized teaching materials, and accessible learning environments (Florian & Spratt, 2013). In the context of EFL teaching, the limited availability of customized language learning needs further complicates efforts towards inclusion. Without appropriate support, these learners may face significant barriers to effective language acquisition and overall academic success.

1.1.5.2.Diverse Learning Needs

Master's level EFL learners exhibit a wide range of language proficiencies, cognitive abilities, and learning styles, which create difficulties for instructors seeking to use inclusive instructional strategies (Loreman, Sharma & Forlin, 2014). Differentiated teaching is essential to meet the needs of students with special needs, language barriers, or different academic backgrounds. However, inflexible curricula and conventional assessment methods may not be fully consistent with the principles of inclusive education and may result in disengagement and lower academic achievement among students with special learning needs.

1.1.5.3.Lack of Training and Professional Development

A critical barrier to inclusive education in EFL classrooms is the lack of training and professional development opportunities for teachers. Many Master's level teachers have limited familiarity with inclusive pedagogies and may feel inadequately prepared to support learners with diverse needs (Sharma, Forlin, & Loreman, 2008) Lack of proper training programs bars proper utilization of inclusive approaches, and this adversely impacts students' participation and learning.

Teachers' professional development is vital to equip them with the skills and information to execute inclusive teaching. Pre-service training is the main influence on supporting teachers to construct their inclusion beliefs and impact their ability to instruct special needs students. Cook (2002) stated:" If pre-service teachers do not possess the knowledge and skills to implement inclusion appropriately, the included students with disabilities in their future classes will certainly have diminished opportunities to attain desired outcomes regardless of teachers' attitudes toward inclusive reforms" (p.263).

1.1.6. Benefits of Inclusive Education

Although inclusive education is becoming increasingly difficult in its implementation in EFL university classrooms, it provides several academic, social, and emotional benefits not only to students with disabilities but also to non-disabled peers. McCarty (2006, as cited in McMillan, 2008) states, "It appears that special needs students in regular classes do better academically and socially than comparable students in non-inclusive settings" (p.8).

Socially, "research has shown that the benefits of inclusive classrooms reach beyond academics" (McMillan, 2008, p. 7). There is a big difference between students with special needs who are isolated and taught only in special education classrooms and the ones who socially interact with a diverse group of students. This can increase their willingness to succeed and perform better.

Academically, Feruson, Desjarlais, and Meyer (2000, as cited in McMillan, 2008) believe that "the regular education class can provide an environment in which Students with special needs have more opportunities to learn, to make educational progress in academic achievement". (P. 207). Having additional staff in the classroom allows for individualized and small-group instruction for all students and enables students with special needs to be exposed to a richer curriculum. In addition to fostering emotional well-being, an inclusive environment

helps students with disabilities feel confident and accepted among their peers without special needs.

Conclusion

Inclusive education is a revolutionary movement that seeks to construct learning environments that are equitable for all learners, irrespective of their capability or background. Rooted in the education for all concepts, inclusive education has evolved from a piecemeal model to a more cohesive approach, with accessibility, valuing diversity, and participation as its main pillars. This is supported by various theories that call for international policies and agreements to adopt inclusive education. However, problems of limited resources, student diversity, and lack of teacher training persist to hinder the implementation of inclusive education.

Attitudes and perceptions of teachers are crucial to the success of this education system. Despite various challenges, these attitudes can lead to many positive outcomes, such as improved academic performance, social integration, and emotional well-being by dismantling barriers and promoting an inclusive culture. By fostering a sense of belonging, EFL learners can achieve greater academic success, improved communication skills, and an enhanced sense of community, all of which contribute to higher language proficiency and a richer learning experience.

1.2. Learners' Achievement

1.2.1. Definition and Conceptualization of Learners' Achievement

Many countries are currently engaged in important policy debates about the nature of education and student success. For a long time, student achievement has been a key criterion for evaluating schools at all levels (Hattie & Anderman, 2013). In recent decades, the

importance of student achievement appears to have increased, particularly as enrolment in higher education has risen sharply (Altbach, Reisberg& Rumbley,2009). In inclusive settings, a wide range of definitions go beyond traditional academic indicators to include emotional, social, and behavioral dimensions.

Traditionally, student success has been narrowly defined as the attainment of 'hard' skills and knowledge, primarily assessed through standardized exams and grades, which are surrogates for student competence (Hattie & Anderman, 2013; Haines & Mueller, 2013). This quantitative focus emphasizes quantifiable success, such as admissions test scores and credit accumulation, again focusing on an area of academic achievement. A more sensitive definition, however, recognizes that the value of 'soft' skills, student development, and qualitative measures such as student engagement, satisfaction, retention, and post-graduation outcomes also need to be highlighted (Henderson & Mapp, 2002). This broader definition recognizes the importance of family life, health, and civic engagement in shaping student achievement, particularly in the case of diverse learners.

With changes in the learning environment, especially for English as a Foreign Language (EFL) students, whose learning experiences are often different from those of English as a Second Language (ESL) students, the need for social-emotional learning (SEL) has become more relevant. SEL promotes critical skills such as emotional awareness, relationship building, and responsible decision-making, thereby contributing to the improvement of students' overall education and success in life (Casel, 2020). By integrating SEL into the classroom, educators can foster an environment that enhances both the social-emotional well-being and academic success of students, preparing them to thrive in a challenging world (Casel, 2020). Therefore, student success in inclusive learning environments must be viewed holistically, encompassing not only cognitive skills but also emotional ones.

1.2.2. Theoretical Background of Learners' Achievement

Student achievement is an important concept in educational research that has evolved over the years. It refers to the extent to which a student has attained their short-term educational goals, typically measured by standardized tests and grades. "Student achievement is the status of subject-matter knowledge, understandings, and skills at one point of time." (Nurmatova & Altun, 2023) The achievements of learners are affected by numerous theoretical perspectives. Thus, they provide a foundation for examining several learners' outcomes.

1.2.2.1. Bloom's Taxonomy

Bloom's taxonomy is a theory initially developed in 1956 by a panel of teachers, led by Benjamin Bloom. This framework was concerned with categorizing educational objectives and learner cognitive skills. Bloom's Taxonomy is a logically structured model showing the cognitive skills needed for students to learn information in a significant and complete manner. Bloom's Taxonomy has become highly desirable in TEFL because of its potential and better language learning outcomes.

The taxonomy was represented as a hierarchy with six levels of cognitive learning, remembering, understanding, applying, analyzing, evaluating, and creating. Adams (2015) describes Bloom's taxonomy as a structure that consists of six cognitive skills categorized comparing a range of abilities. These categories start with fundamental skills that require minimal cognitive effort and progress to more advanced skills that involve deeper learning and greater cognitive engagement. Andersson and Milbenisch revised and updated the categories slightly to focus on active learning strategies and emphasize creativity and problem-solving. By changing some terms and selecting active verbs for each level. The framework of Bloom's taxonomy suggests a sequential learning process in which the

fundamental theoretical knowledge moves on to more complex forms of practical learning, such as analysis, synthesis, and evaluation (2008).

This educational theory supports inclusion by encouraging all learners, regardless of their abilities, backgrounds, or learning styles, to have access to quality education in EFL classrooms. This can be done by promoting equity in learning, encouraging multiple learning approaches to accommodate diverse learners, and providing differentiation by teachers to create supportive learning environments for both learners with and without disabilities. Furthermore, the theory emphasizes the progression from basic knowledge to higher-order thinking skills.

1.2.2.2.Self Determination Theory (Deci & Ryan)

Self-Determination Theory (SDT) by Ryan and Deci emphasizes fulfilling three core psychological needs autonomy, competence, and relatedness to develop intrinsic motivation, particularly in educational settings. In inclusive environements, where both special and non-special needs students are taught together, the needs are fulfilled to increase motivation, engagement and ultimately performance. As learners feel that they are in command of their own learning, they will be in a better position to take responsibility for their learning and become self-efficacious (Zhang et al., 2013). Competence gives the experience of mastery, and relatedness gives the sense of belonging that is needed to achieve emotional well-being and social support (Vansteenkiste et al., 2010).

Empirical evidence suggests that when learning environments are organized by such principles, students become more self-motivated, academically learn more effectively, and show better social contact and emotional status (Ryan & Deci, 2017). Especially, students with disability are assisted significantly with greater autonomy, which promotes greater self-

efficacy and better social relations (Wehmeyer, 2013). Furthermore, SDT prioritizes lowering anxiety and psychological stress to promote a positive learning environment (Niemann et al., 2020; Shogren et al., 2015). Overall, SDT provides a robust theory to promote instructional practice to address the different needs of learners and improve their overall performance in academic and social life.

1.2.2.3. The Growth Mindset Theory

The theory of growth mindset, developed by Carol S. Dweck, argues that students can enhance their skills and intelligence through hard work and persistence. This mindset has a direct impact on their motivation, achievement, and learning outcomes.

She distinguishes between two types of mindsets: growth and fixed. Those with a fixed mindset perceive their intelligence as static and often avoid challenges. In contrast, individuals with a growth mindset view effort as essential for growth and are more likely to embrace challenges, collaborate, and learn from criticism. This disposition supports an effective learning culture, particularly in inclusive classrooms, through efforts such as focusing on effort rather than natural ability, collaboration, and embracing mistakes as necessary learning opportunities that support diverse learners.

Evidence suggests that adopting a growth mindset improves academic performance and promotes lifelong learning, making it a powerful tool for equity and academic success (Dweck, 2006; Blackwell et al., 2007; Boaler, 2013). By creating a learning culture of resilience and a growth mindset, teachers can significantly increase the motivation and achievement of all students in inclusive classrooms.

1.2.3. Learners with Disabilities

The International Classification of Functioning, Disability, and Health (ICF) defines disability as a "complex phenomenon that reflects the interaction between features of the person's body and features of the society in which he or she lives" (WHO,2002,p.2). These descriptions suggest that disability comes in different forms, visibility, and severity; it can affect a person's movement, the functioning of a person's mind, or sensory perception of the world. Disabilities may come in different forms, visibility, and severity; they can affect movement, cognitive functioning, or sensory perception. This includes physical impairments, sensory disabilities such as blindness and deafness, cognitive and learning difficulties, and mental health conditions. While this study does not focus on a specific type of disability, it uses the term "students with disabilities" in a broad sense to encompass this diversity. The intention is to examine inclusive education practices at the university level without narrowing the scope to individual disability categories.

Within the university, promoting an inclusive educational environment is really about recognizing and meeting the diverse needs of students, including students with learning disabilities. The relationship between teacher and student in the university can be one of mentorship, trust, and scholarship. To strive for this valuable relationship, we must adjust to the diverse population of students in higher education, particularly those with learning disabilities. To foster an inclusive environment, both students and instructors must understand their capabilities and confidence, which are essential for building strong teacher-student relationships. Students should advocate for their needs with a clear plan, while instructors should engage in purposeful listening.

Differentiation in instruction is often misunderstood; it is not about creating a different lesson for every student or a long list of preplanned strategies. Instead, it represents a way of

thinking that requires educators to make flexible decisions in the moment, ultimately motivating growth in higher education. As Rick Wormeli (2006), suggests, fairness does not always mean treating everyone equally. Recognizing that each student brings different gifts and challenges and that as them in their teaching. Carol Tomlinson (2014), identifies three main areas of differentiation: content, process, and product.

Differentiating by content can involve allowing students to choose their research topic for example. Differentiating by process, teachers can change up how they group students. Sometimes a mixed ability group might work best, while sometimes it might be appropriate to have the same ability groups. It is all about what the best roads are to get there for different students. Lastly, differentiation by product involves varying how students demonstrate their learning. An essay or multiple choices test does not always have to be the only option.

Differentiation strategies do not necessarily create more work for teachers, but require strong relationships with students to understand their strengths, challenges, and interests. Making these strategies successful also required building a strong class culture so that some students were being treated differently and they understood why and how that was the only way to be truly fair. Ensuring everyone receive the support they need to succeed.

An Individualized Education Plan (IEP) is a crucial tool for supporting students with special needs while maintaining high academic standards. IEPs are written legal documents that outline the types of individualized special education services a student qualifies for, including measurable goals and objectives. Higher education institutions also have support mechanisms to address varying learning needs, such as academic accommodations, assistive technology, and teacher training for inclusive pedagogies.

However, many disabled students still face significant barriers in higher education. In Algeria, according to a 2019 report from the University of Tlemcen the percentage of disabled

students attending university is increasing, they still represent a very small proportion approximately (0.02%) to (0.03%) of the total student population, making it a challenge for institutions to provide education for these students. Algerian universities can improve their dropout rate by addressing these challenges and ensuring that all students, regardless of their abilities, have equal opportunities to succeed in their education.

Various research supported these findings. For example, Zerguine (2021) stated that many Algerian colleges lack sufficient infrastructure, specialized personnel, and assistive technologies to support students with disabilities. Similarly, Bouslama and Bouzid (2020) stated that impaired students are more likely to suffer academic and social isolation due to inadequate accommodations in examinations, lectures, and college facilities. Mehadji and Kherbouche (2019) discovered that while both students and teachers recognized the importance of inclusive action, universities lacked visible policies or institutions to support impaired students.

These barriers have a direct impact on graduation and retention rates. Benmoussat and Abdelli (2018) explain that inclusive education policy-practice gap is a significant determinant of increased dropout rates among disabled students. Therefore, addressing these problem areas in the system is important if Algerian universities are to ensure equal opportunities for all students and reduce educational exclusion.

These obstacles can manifest in numerous forms, ranging from elementary ergonomic obstacles such as visibility, acoustics, and furniture, to more complex ones related to pedagogical methodology, disability methodology, and teachers' attitudes (Bouguerni,2020).

1.2.4. Learners without Disabilities

Non-disabled learners in inclusive classrooms are students who may not have physical, mental, or emotional learning disabilities which would limit them from participating in a learning setting with peers who may have such disabilities. The term "learners without special educational needs" is not implied to mean that those learners lack difficulty within the context of learning, but rather draws attention to the fact that they do not have specific identified disabilities for which extra provision and methodology would be needed within the path of learning.

" Although placing students with disabilities in general education classrooms changes the environment of education for typically developing students, this aspect was at first rather marginalized in debates about inclusive education " (Szumski G, Smogorzewska J, Grygiel P 2022, P 2).

1.2.5. Benefits of Inclusion on Learners' Achievements (academic, social interaction, empathy)

"Most research on the effectiveness of inclusive education for typically developing students concerns academic achievement" (Szumski, Smogorzewska, & Grygiel, 2022, P 3). There is growing concern among educators and researchers regarding the academic achievement of students without special educational needs and disabilities. It aims to place students with different needs in mainstream classrooms to create a learning environment for all.

The research shows that non-disabled students achieve similar results to students in mainstream classrooms, with the benefit of the high-quality learning provision of inclusive settings. For example, Baker and Zigmond (2010) observed that students in inclusive

classrooms recorded better academic performance, corroborating the belief that these settings promote academic achievement.

In addition, peer social interactions within these classrooms help in the development of critical social skills such as cooperation and empathy. Mastropieri and Scruggs (2007) found that effective teaching is most directly related to student relationships, which can be utilized to promote motivation and achievement.

In addition, inclusive education provides social and emotional development, an important component in learning. Research by Skirbitz and Hodge (2018) found that students without SEND in inclusive settings experienced enriched social and emotional learning, which had a positive impact on their interpersonal skills and academic outcomes. Hehir and Katzman (2012) also highlighted the long-term benefits for students without SEND in developing critical thinking and teamwork skills, which are essential for success in a globalized environment. In summary, although there are challenges in inclusive education, the great benefits for all learners highlight the importance of continued research and the application of inclusive practices in educational life.

1.2.6. Potential Challenges (Attention and Resource Distribution)

Inclusive education aims to create a classroom culture where both with and without special educational needs students are given equal chances to excel. Such an approach has a galaxy of challenges, particularly with regard to the distribution of attention and resources in the classroom, particularly in master one Foreign Language (EFL) classrooms.

Teachers find it difficult to divide their attention between students with disabilities and their non-disabled peers, typically at the cost of the latter not getting the one-on-one attention

they need (Szumski et al., 2017). Despite teachers' best efforts, some students will be deprived of the interactions that they need for their academic development.

Moreover, resource allocation can create perceptions of injustice. Although universities tend to focus on specialized assistance and materials for students with disabilities, this might lead to an experience of neglect for typically developing students who do not get to use the advanced material they need (De Boer, Pijl, & Minnaert, 2010). This can also affect classroom dynamics because students with disabilities require special attention that gets in the way of the learning process for other students. As a result, talented students may become disengaged or under challenged due to the slower learning pace that accommodates multiple learning needs (Horne & Timmons, 2009; Szumski, Smogorzewska, & Karwowski, 2019).

In addition, developmentally normal students must also cater to different learning styles, which sometimes leads to frustration and fewer social interactions. Nevertheless, these challenges can be adequately met with proper teacher preparation and strong peer support systems. By encouraging an inclusive setting, universities can build a community where all students learn together, catering to their diverse needs while promoting a healthy learning process (Florian & Black-Hawkins, 2011).

1.2.7. The Relationship between Inclusive Education and Learners' Achievement

Inclusive education (IE) is more than simply about equity; it is also about helping students achieve academic, social, and emotional success. Inclusive education supports academic performance, social competence, and individual growth by fostering a positive learning environment.

IE is all about providing equal access to education for all learners regardless of their abilities or disabilities, this approach has been shown to have numerous advantages for both

academic and social development. First, IE helps students develop stronger skills. Studies have shown that students with disabilities who are included in general education settings tend to perform better in comparison to those in segregated settings.

Inclusive education fosters positive behavior and social development. It promotes independence patience, trust, and acceptance of diversity among students which are essential for improving academic performance; this leads to a more supportive and responsive classroom where students are more likely to engage with each other's needs and communication. Language skills are also enhanced in inclusive settings by interacting with a diverse group of peers. Students can improve their communication skills and develop a broader understanding of different perspectives.

UNESCO (2009) emphasizes the worth of inclusive education by reaffirming that learning cannot be bounded. The policy guidelines confirm that inclusion is to be extended so that equitable education can reach all learners regardless of their background or circumstances. This strategy seeks to improve diversity and inclusion of the excluded, such as those at risk of school dropout and those with low levels of education achievement. Inclusion is not just physical accessibility but also includes positive attitudes, modifying educational organization, and improving student and system levels of learning experience.

Moreover, IE encourages community and belonging when all students are valued and respected. This sense of inclusion fosters a positive learning environment, which enhances student motivation, engagement, and collaboration. It also improves academic and social outcomes.

Institutionally, Booth and Ainscow (2002) provide a framework to enable inclusive education. It identifies and reduces barriers to learning and belonging by working on three dimensions: building inclusive cultures, developing inclusive policies, and creating inclusive

practices. It emphasizes the need to construct an inclusive university culture, to have policies that are sensitive to diversity and equity, and to seek pedagogies that are sensitive to the interests of all learners. Inclusive education enables learning by ensuring students receive support for achievement in diverse learning environments. This approach helps build empathy and understanding among students leading to more inclusive and accepting communities.

In practical terms, IE involves using various teaching strategies to meet the individual needs of all learners. A good example of that is offering multiple ways to complete a task such as audio or visual presentations graphics or roleplay. They help learners use their strengths and access information more effectively. Teachers play a crucial role in this by adapting their approaches according to the needs of the learners in their class; this includes using assessment for learning strategies to recognize when learners need extra support and providing resources that are accessible and representative of diverse needs.

IE also promotes metacognition encouraging learners to reflect on and regulate their learning, this empowerment allows learners to make decisions about how they learn best which can be very motivating. Overall, IE is not just beneficial for students with disabilities, it benefits all learners by providing a more flexible, diverse, and supportive learning environment. By promoting diversity, equity, and accessibility, inclusive education helps all learners achieve their full potential.

1.2.8. Teachers' Perceptions of Learners' Achievement in Inclusive Settings

Teachers' beliefs in their students are the key to successful inclusive education, whose aim is to provide all learners with equal opportunities. These are constructed from various factors that summarize teachers' experiences, training, and how far they are supported by schools.

Experiences with disabled students are positive and may create more positive attitudes toward inclusive practices, whereas negative experiences may lead to resistance to inclusion (Avramidis and Norwich, 2002). Professional development is also noteworthy in how it contributes to teachers' perceptions of inclusion. The National Center for Learning Disabilities (NCLD, 2017) states that differentiation and inclusive teaching practice training positions teachers more disposed to see diversified abilities as strengths.

Whenever teachers have positive assumptions about their students, there is a likelihood of improvement in engagement and achievement levels. Emmer and Evertson (2013) are of the opinion that high expectations among teachers help create engaging learning environments with effective teaching strategies for all learners (Tomlinson, 2014). This positive mindset also reinforces students' self-efficacy which Bandura (1997) identifies as key to building their aspiration for success.

Negative views, on the other hand, can retard student progress. Low expectations can have self-fulfilling effects, whereby students adopt negative narratives about them, as described by Rosenthal and Jacobson (1968) and Jussim and Harber (2005). Teachers who lack faith in the effectiveness of inclusive methods themselves can retard the academic growth of their students unknowingly.

Additionally, institutional support is vital for fostering positive belief among teachers. Boe and Cook (2006) observed that schools providing sufficient resources and training provide teachers with a feeling of empowerment, thereby strengthening their beliefs in the ability of every student to succeed.

1.2.8.1.The Influence of Teacher Expectations on Learners with and without Disabilities

Teacher expectation is one of the major determinants of the performance, self-esteem, and learning experiences of all students, especially disabled ones. The self-fulfilling prophecy suggests that positive expectations are supposed to lead to better achievement, while negative expectations are likely to act as barriers to achievement, especially for disabled students. Based on the study, it is concluded that when teachers believe in the abilities of their students, they provide a positive learning environment that can foster success.

Negative stereotypes have the power to decrease expectations for students with disabilities, both socially and academically. Croll (2004) points out that inclusive strategies that fight against such biases are vital and that high expectations can contribute significantly to developing the self-concept and motivation of students with disabilities. Ensuring equal expectations in inclusive classrooms is very important because all the students should be expected to do their best. Instructors trained in inclusive approaches are most likely to set high expectations for every student, influencing their performance favorably (Sylva et al., 2011).

Promoting high expectations within the education system needs focused teacher training. Training programs that focus on the power of teacher attitudes and expectations can lead to constructive changes in teachers' perceptions of their students' abilities, particularly for students with disabilities (Forlin, 2001). Moreover, one cannot underestimate the role of social and cultural factors in shaping teacher expectations; racial and gender biases also play a role in the perceptions of students, especially those from diverse groups (Milner, 2012). Teachers should be cognizant of such biases and should strive every step of the way to create fair learning environments.

In conclusion, teacher expectations have a significant influence on student performance in general, with implications for large-scale teacher training, increased sensitivity to bias, and a commitment to establishing inclusive classrooms with high expectations for all students.

1.2.8.2.The Role of Personalized Feedback, Differentiation, and Classroom Strategies

Feedback in inclusive classrooms is a key component that fosters both learning and teaching processes. It presents the constructive information provided to individuals or groups regarding their behavior, performance, or understanding that helps in addressing the various needs and abilities of all students. At the same time, it creates a learning-teaching environment full of acceptance and support.

Gardon (2021) highlights the role that feedback plays in students' learning and professional development. He talks about the importance of providing feedback in the process of teaching and its role in helping disabled and non-disabled students recognize their strengths and weaknesses, refining their skills, in addition to improving their professional interactions.

Providing feedback by the teacher in such settings must be tailored to meet the several needs of learners regarding their abilities, their unique styles of learning, and their backgrounds (Tomlinson, 2001). Specific feedback provides valuable individualized support to students who are overcoming unique difficulties, such as information processing problems, gaps in knowledge, and motor deficits. Not only does this assist in explaining and structuring information for understanding but also in supporting confidence. Beneficial and supportive feedback enhances self-concept and motivation by assisting in the removal of frustration or isolation feelings. Through guiding students towards self-change and self-fixing, individualized feedback facilitates increased autonomy within their learning process.

While for students of normal abilities, specific feedback is of key importance in promoting critical thinking and greater participation in learning. By offering challenges, this feedback helps sustain interest and prevent disengagement through insufficient stimulation. Self-reflection feedback also enables these students to assess their strengths and weaknesses, which is essential in developing metacognitive ability. Last but not least, customized feedback supports the continuous growth of skilled students to help them move beyond the normal curriculum.

1.2.9. Strategies to Improve Learners' Achievement in Inclusive Classrooms

Classroom diversity challenges the abilities of teachers to support more than one mode of learning, disabilities, and social-emotional needs. To promote students' participation and meaningful learning opportunities, teachers may implement successful teaching strategies such as collaborative learning, assistive technology, and universal assessment approaches.

Collaborative learning emphasizes peer-to-peer interaction, which develops both academic and social skills in students, according to Vygotsky's theories of cognitive development (Aydogdu et al., 2016; Shahamat & Mede, 2016, as cited in Cline, 2020). With this method, small groups can work together, encouraging critical thinking and communication (Beuffee, 1995). Research suggests that collaborative environments benefit diverse student populations, including those with learning disabilities (LD), by granting them access to the general education curriculum (Calhoon et al .,2019 Strogilos et al.,2016, as cited in Cline, 2020).

Assistive technology (AT) is also a significant consideration that contributes to enhanced accessibility for students with disabilities to enable them to engage more effectively in learning environments. Defined by some authors, AT may range from simple devices like big grip pencils to sophisticated technologies like voice command systems (Golden, 1998; King, 1999, as cited by Merbler, Haddadian, & Ulman, 2010). ATs can include tools assisting blind

students (e.g., braille or text-to-speech technology), deafness tools, and aids for communication of students with autism spectrum disorder.

Inclusive assessment is also vital, as it acknowledges the varied needs of the students and permits effective demonstrations of what they have learned (Meyer et al., 2014). As the student bodies at universities have become more diverse, inclusive practices of assessment are imperative in ensuring a level playing field for every learner, including the disabled (Tai, Ajjawi, & Umarova, 2021; Gibson, Clarkson, & Scott, 2022). Reasonable adjustments such as extra time or quiet room examinations attempt to level out the disadvantage faced by disabled students (Tai et al., 2021). However, inclusive assessments should also be challenging, with the students displaying learning outcomes while providing supportive conditions for skills development (Kneale & Collings, 2015; 2018).

Overall, the blending of collaborative learning, assistive technologies, and inclusive assessment practices provides a learning environment that empowers not only students with disabilities but benefits all students more proportionally, resulting in a more inclusive classroom (Nieminen, 2022; Reason & Ward, 2022).

Conclusion

Inclusive education requires a broad vision outside the traditional academic realms to include emotional, social, and behavioral aspects. Education theories such as Bloom's Taxonomy, Self-Determination Theory, and Growth Mindset Theory have given importance to the creation of a holistic learning environment that allows for all aspects of learner development.

The differences between disabled and non-disabled students highlight the weaknesses and strengths of inclusive classrooms, as research has shown that not only does the approach

improve the academic performance of students, but it also aids students in learning their social skills such as cooperation and empathy. Here, the best instructional practices such as collaborative learning, differentiated instruction, and assistive technology play an important role in guaranteeing interaction and equitable opportunities for learning.

Teachers' views and assumptions also play an overpowering role in students' motivation hence the need to prepare them to adopt facilitating practices in order to improve all learners' achievement. Despite the challenges of resource allocation and equity, the benefits of inclusive education outweigh its obstacles.

Inclusive education is not just a process of physical inclusion, but a promise of providing equal learning opportunities that enable all students to achieve academic, social, and emotional success. There is thus a need to do more research on new approaches that enhance the efficacy of this model of education to arm all learners to face the threats of a dynamic and complex society.

Chapter two: Analyzing Teachers' and Students' Perceptions

Introduction

This chapter is about analysis and interpretation of the results, as opposed to chapter one which provided a background to the study of inclusive education and its impact on learner's achievement. It starts by restating the key elements of the study, including the aim of the research, the research questions, the population to be studied, and the data collection instruments used to gather the required information. Specifically, this chapter deals with the analysis of two questionnaires: one for teachers and the other one for students. It provides a descriptive account, analysis and discussion of the responses of the respondents. It also provides a comparative summary of the main findings from both questionnaires, highlighting

areas of convergence and divergence. The chapter ends with a presentation of the implications and limitations of the study, together with a list of pedagogical implications and recommendations based on the interpretation of the findings.

2.1. Aims of the Research

This study aims to investigate:

- Teachers' and students' perceptions of inclusive education at Abd Elhafid University Center Mila, with a focus on its impact on learner's academic performance.

- The challenges of implementing inclusive education.

- How these challenges influence learner academic, social and emotional achievement.

2.2. The Research Questions

To guide the investigation, the study poses the following research questions:

1. How do Master One EFL students and teachers at Abd Elhafid Boussouf university center, Mila perceive the impact of inclusive education on students' learning experiences, achievements, and academic performance?

2. What are the critical challenges that teachers face in implementing inclusive education, and how do these challenges influence learners' outcomes?

3. In what ways do teachers' attitudes towards inclusive education shape their perceptions of its impact on learners' academic achievement?

2.3. Population and Sampling

2.3.1. Population

This study is conducted at Abd Elhafid Boussouf University Center, Mila Institute of Letters and Languages, Department of Foreign Languages, during the academic year 2024–2025. It involves two groups of participants. The first group includes 137 Master One EFL students. These students were chosen because they have enough academic experience to reflect on their learning and to express their views on inclusive education.

The second group includes full-time EFL teachers at Abd Elhafid University Center, Mila. These teachers were selected because they work directly with Master One students and are often involved in training programs provided by the Ministry of Higher Education. A separate questionnaire was designed for each group to collect relevant information about their perceptions of inclusive education. Teachers' feedback is especially valuable in understanding how inclusion is applied and what challenges they face in the classroom.

2.3.2. Sample

The sample for this study should include at least one third of the population. The questionnaire was conducted online via Google Forms in order to enable ease of accessibility. Making sure that more than one third of the population participated, the sample was composed of 79 EFL Master One students who answered the survey. The data was collected in April 2025 to enable the students to participate anonymously. Conducting the survey online allowed more students to participate.

2.4. Data Collection Tools

In line with the above objectives, the present research uses two questionnaires as data collection instruments. The questionnaires will be distributed to teachers and students to provide data needed for this study.

2.5. Administration of the Questionnaires

In this investigation, a quantitative methodology was adopted to obtain data using structured questionnaires designed through Google Forms. The questionnaires were administered to both first-year EFL Master students and EFL teachers in the department of foreign languages. For the students, the Google Forms link was shared through online platforms, ensuring accessibility, flexibility, and ease of participation. For the teachers, the questionnaire was sent directly via email, allowing them to complete it at their convenience while ensuring that ethical standards, including privacy and anonymity, were strictly maintained. This method of online distribution enabled the researcher to efficiently collect a large amount of data while providing respondents with a comfortable and secure environment to freely express their opinions.

2.6. The Students' Questionnaire

2.6.1. Description of the Students' Questionnaire

The students' questionnaire aimed to indicate the differentiation between TEFL learners at Abd Elhafid University Center Mila by interpreting their different perceptions about whether they gained the opportunity of studying in an inclusive classroom or not. This questionnaire was divided into five main sections: 1) personal information, 2) understanding and perception of inclusive education, 3) personal experience in an inclusive environment, 4) the impact of inclusive education on learners' achievement, and 5) challenges in inclusive education. It included open-ended questions, closed-ended questions, as well as multiple-choice questions. The first section was devoted to gathering personal information about the participants. It involved three questions that asked about English level, difficulties in learning, and whether learners had disabled classmates or not. The objective of the second section was to understand the perceptions of first-year Master students at Abd Elhafid Boussouf University center, Mila

about inclusive education. It was composed of four questions, in which the first two were implemented to have an idea about whether different students knew and really studied in a classroom where inclusion was implemented or not. This section also aimed to have a clear idea about their satisfaction with the way of teaching they received and whether it helped them in increasing their academic achievement. The third section covered the diverse learners' experiences in inclusive environments, including collaboration, comfort, and the support they experienced when dealing with their classmates and the role of their teachers in providing such environments. The fourth set of questions in the questionnaire sought to examine the impact of inclusion on learners' outcomes. It sumed up the role of inclusive classrooms in the academic, social, and emotional well-being of students. Additionally, it compared it with the outcomes of non-inclusive classrooms. The last set of questions was concerned with the challenges that students faced in the inclusive environment. It involved the different obstacles related to both teachers and learners, as well as the adaptability of various learning needs inside the classroom. Moreover, it highlighted the different methods used in improving the efficiency of inclusion at Mila university center.

2.6.2. Analysis and Interpretation of the findings

2.6.2.1. Analysis of Students' Questionnaires

Section 1: Personal Information

Q1. How would you rate your overall English level?

Table 1: Sudents' Level.

Option	Number	Percentage
Good	48	60.8
Average	26	32.9%
Excellent	4	5.1
Bad	1	1.2
Total	79	100%

This question aimed to examine students' self-perceived proficiency level in English to highlight the diversity among learners. From the responses collected, it was observed that about 60.8% of students rated their level as "good", and 32.9% of students perceived their proficiency as "average". Meanwhile, 5.1% considered their level as "excellent" and a small percentage 1.2% considered their level as "bad". Thus, these results suggested a generally positive self-perception among students regarding their English proficiency, although there was still potential for improvement to help more learners reach an excellent level.

Q2. Do you have any learning difficulties or disabilities?

Table 2: Students' Disabilities Percentage.

Option	Number	Percentage
Yes	53	67.1%
No	26	32.9%
Total	79	100%

This question aimed to identify students' experiences with learning difficulties or disabilities, providing insight into potential barriers faced by learners. From the responses, it

was observed that a significant majority of students with "yes "67.1% acknowledged having some learning difficulties or disabilities, while others responding "no" 32.9% indicated they did not face such challenges. Overall, the result highlighted a tendency toward acceptance, while also underscored the importance of addressing the needs and concerns of those with learning difficulties or disabilities to ensure inclusive practices supported all learners effectively.

Q3.Do you have any classmates with special learning needs or disabilities?

Table 3: Rate of Classmates with Disabilities.

Options	Numbers	Percentages
Yes	44	55.7%
Not sure	24	30.4%
No	11	13.9%
Total	79	100%

This table showed that responses had a varied pattern. Many students answered "Yes" 55.7% indicating awareness or recognition of peers with unique learning needs. In contrast, several students responded with" Not sure" 30.4 and "No "13.9%, suggesting a lack of awareness or clarity about their classmates' challenges. This variation highlighted the importance of promoting awareness and understanding of diverse learning needs within the classroom.

Section 2: Understanding and Perceptions of Inclusive Education

Q4. Have you heard about inclusive education before?

Table 4: Students' Awareness of Inclusive Education.

Option	Number	Percentage
Yes	44	55.7%
No	21	26.6%
Not sure	14	17.7%
Total	79	100%

According to the responses, 55.7% of students answered "Yes" indicating familiarity with the concept, which suggested that information about inclusive education had reached a considerable portion of the students. However, 26.6% answered "No" and 17.7% said" Not sure", highlighting gaps in knowledge or exposure to the topic. This suggested a need for increased educational efforts and awareness campaigns to ensure that all students understood the principles and importance of inclusive education. Enhancing awareness could foster a more inclusive mindset and support for diverse learners within the educational community.

Q5. To what extent do you believe inclusive education is implemented in your classes?

Table 5: Perceived Implementation of Inclusive Education.

Option	Number	Percentage
Moderately implemented	39	49.37%
Poorly implemented	28	35.44%
Well implemented	6	7.59%
Not implemented	6	7.59 %
Fully implemented	0	0%
Total	79	100 %

According to the table above, 49.37% of participants perceived that inclusive education was "moderately implemented" in their classes, suggesting some integration but with opportunities for growth. A significant number 35.44% believed it was" poorly implemented", indicating limited or ineffective inclusion practices. A smaller group 7.59% felt that inclusive education was "well implemented", while another 7.59% thought it was "not implemented" at all. These data highlighted the variability in perceptions and emphasized the need to enhance inclusive education practices across classrooms.

Q6. Are you satisfied with your teacher's way of teaching?

Table 6: Student Satisfaction with Teaching Methods.

Option	Number	percentage
Yes	53	67,1%
No	26	32,9%
Total	79	100%

Out of 79 respondents, 67.1% (53 respondents) were satisfied with the teachers' teaching approach, while 32.9% (26 respondents) were not. These findings showed that the majority of students were satisfied with the teaching methods used, indicating that these methods were mainly appropriate for their learning needs. However, the percentage of dissatisfied, which continued at 32.9, indicated the presence of certain unresolved issues or gaps in instructional approaches. As a result, it was evident that teaching approaches needed to be continuously adapted to meet the needs of diverse learners, particularly in inclusive education settings.

Q6.if no, please explain why?

The following are some of the selected answers provided by the informants

- Well the needs of the students are not accomplished and sometimes even ignored, some methods since ever no development only adopting the western methods without any changing.

- They do not address all learners, and they do not have management skills to keep students on the track.

- The majority of the teachers just deliver the content without acheively engaged with the learners.

- We are dissatisfied with the teaching quality and methods at my university, the classroom facilities are inadequate and lack modern equipment, limiting the use of innovative teaching techniques and students engagement.

- No, because most of teachers do not develop his/her teaching methods.

The explanation

Answers showed a strong dissatisfaction with teaching quality, emphasizing ineffective methods, a lack of student involvement, and poor classroom management. Teachers rarely changed or enhanced their methods, and many prioritized teaching content over meeting the

needs of their students. This became worse by inadequate facilities and limited access to modern teaching technologies, which limit innovation and student engagement.

Q7. How significant do you think inclusive education is for the academic achievement of all learners, including those with disabilities?

Table 7: Perceived Importance of Inclusive Education for Academic Achievement.

Option	Number	Percentage
Very important	27	34.2%
Moderately important	23	29.1%
Slightly important	13	16.5%
Extremely important	11	13.9%
Not important	5	6.3%
Total	79	100%

This table showed that 32.9% of respondents indicated that the aspect being assessed was "very important", followed by 29.1% who found it to be "moderately important" and 13.9% who found it to be "extremely important". On the other hand, smaller groups of respondents selected "slightly important" (16.5%) and "not important" (6.3%). These results showed that the majority of students perceived this as being of a medium to a high degree in importance within their learning process.

Section 3: Personal Experience in an Inclusive Environment

Q8. Have you ever collaborated with classmates who have unique learning needs?

Table 8: Student Collaboration with Gifted Learners.

Option	Number	percentage
Yes	51	64,6%
No	28	35,4%
Total	79	100%

According to the table 8, 64.6% of students answered "yes", while 35.4% said "no". This data suggested a relatively high level of inclusivity in collaborative learning environments, with a significant number of students reporting experience working with classmates who have unique learning needs.

Q9. Do you feel comfortable learning in a classroom with students of different learning needs?

Table 9: Comfort Level in Learning with Students of Diverse Learning Needs.

Option	Number	percentage
Comfortable	68	88.0%
Not comfortable	9	12.0%
Total	79	100%

According to the results, 88.0% of the participants were "comfortable", and only 12% were "not comfortable". This indicated the general positive attitude of learners towards inclusive class environments. The results are in agreement with the most basic values of inclusive education, which appreciated diversity, respect and equal opportunities for all learners. Moreover, this comfort highlighted the importance of fostering inclusive and socially engaged classrooms, a central focus in educational theories that emphasized the role of interaction and context in successful learning.

Q10.How do teachers support students with different learning needs in your class?

Table 10: Teachers' Strategies Use to Support Students with Diverse Learning Needs.

Option	Number	percentage
Allow students to work in groups	43	54.4%
Provide additional help when necessary	30	38%
Use different teaching methods, materials or tools	27	34,2%
Others	7	8,9%

The results showed that the most common strategy to support students with diverse learning needs was group work, chosen by 54.4% of participants. Additionally, 38% noted that teachers provided extra support when needed, aligning with the inclusive goal of offering equal learning opportunities tailored to individual needs. Another 34.2% reported using varied teaching methods, materials, or tools, reflecting the inclusive approach of adapting to diverse learning styles, and 8.9% choose others. Altogether, these strategies reflected the core principles of inclusive education: creating accessible, equitable, and caring environments that supported full academic and social inclusion for all learners.

Q11. Have you received any support or guidance from your teacher on how to engage with students with and without disabilities?

Table 11: Teacher Support and Guidance in Engaging Students with and without Disabilities

option	Number	percentage
No	46	58.2%
Yes	33	41.8%
Total	79	100%

According to the responses in table 11, 41.8% of students reported having received such support or guidance, while a larger percentage, 58.2%, indicated that they had not. These results suggested that although a notable portion of students benefited from guidance in inclusive interaction, a majority still lacked this form of support. This indicated a potential area for improvement in promoting inclusive practices and raising awareness among all students to ensure a more supportive and understanding classroom environment.

Section 4: Perceptions about the Impact of Inclusive Education on Learners' Achievement

Q12. Do you think learning in an inclusive classroom helps all students perform better?

Table 12: The Impact of Inclusive Classroom Environments on Student Performance

Response	Number	Percentage
Yes	77	97.37%
No	2	2.63%
Total	79	100%

According to table12, the majority of students 97.37% responded by "yes", indicating a strong belief in the value of inclusive education. However, only 2.63% disagreed. These

results suggested that students generally perceived inclusive classrooms as supportive environments that contributed positively to learners' development, reinforcing the broader educational goal of inclusivity.

Q12. If yes, in what ways?

Table 13: Areas of Student Development Improved by Inclusive Education.

option	Number	percentage
Academic performance	46	58.2%
Social development	43	54.4%
Emotional well-being	32	40.5%

Among the participant who answered yes, students identified several key areas where they saw the benefits. The most commonly mentioned was "academic performance" 58.2%, followed by "social development" 54.4%. "Emotional well-being" was also recognized as a benefit by 40.5% of students. This breakdown highlighted that students viewed inclusive classrooms not just as academically supportive, but also as space that fostered important social and emotional growth, emphasizing the holistic advantages of inclusive education.

Q13. How would you evaluate the academic achievement of learners in inclusive classrooms compared to non-inclusive ones?

Table 14: Evaluation of Academic Achievement in Inclusive Versus Non-Inclusive Classrooms.

Option	Number	Percentage
Similar	30	38%
Higher	29	36.7%
Lower	13	16.5%
Much Higher	8	10.1%
Much lower	2	2.5%
Total	79	100%

The responses showed a varied perspective: 38% of students believe the academic achievement was "similar" in both settings, while 36.7% considered it to be "higher" in inclusive classrooms, and 10.1% perceived it as "much higher". On the other hand, 16.5% stated that achievement was "lower" in compared to it in inclusive classrooms, and a small percentage, 2.5%, viewed it as "much lower". These results suggested that the majority of students viewed inclusive classrooms as either equally effective or more beneficial for academic achievement, demonstrating a generally positive perception of inclusive education. However, the presence of students who perceived lower achievement highlighted the need to address potential challenges and concerns to ensure inclusive practices supported all learners effectively.

Q14. Do you believe that inclusive education enhances collaboration between learners with and without disabilities?

Table 15 : The Impact of Inclusive Education on Collaboration between Learners with and Without Disabilities.

Option	Number	Percetage
Strongly Agree	15	19%
Agree	37	46.8%
Neutral	18	22.8%
Disagree	2	2.5%
Strongly disagree	7	8.9%
Total	79	100%

Table 15 showed that the majority of students responded positively, with 48% "agreeing" and 19% "strongly agreeing" that inclusive education enhanced peer collaboration. Meanwhile, 22.8% remained "neutral", and only a small minority expressed disagreement 2.5% "disagreed" and 8.9% "strongly disagreed". Most students viewed inclusive settings as beneficial for promoting interaction and cooperation among diverse learners, though some remainec unconvinced, highlighting the need for ongoing efforts to enhance collaborative experiences.

Q15.How often do inclusive teaching methods positively affect your learning experience?

Table 16: The Impact of Inclusive Teaching Methods on Students' Learning Experiences.

Option	Number	Percentage
Sometimes	38	48.1%
Often	25	31.6%
Always	7	8.9
Rarely	7	8.9%
Never	2	2.5%
Total	79	100%

According to table 15, 48% of students stated that such methods "sometimes" benefited their learning, while 31.6% reported that they were "often" positively affected. Additionally, 8.9% said "always", reflecting a consistent positive experience. On the less frequent end, 8.9% indicated that inclusive methods "rarely" helped, and only 2.5% said "never". These findings suggested that the majority of students recognized at least occasional benefits from inclusive teaching strategies, though consistency in implementation might have been an area for growth to ensure a more regular positive impact for all learners.

Section 5: Challenges in Inclusive Education

Q16. What challenges can be faced in an inclusive classroom?

Table 17: Challenges Encountered in Inclusive Classroom Settings.

Option	Number	Percentage
The teacher lacks enough time for all learners	41	51.9%
Lack of knowledge and experience on the teachers' part about how to maintain inclusive education	31	39.2%
Students do not receive enough help	24	30.4%
Some students find the work difficult	24	30.4%
Some students get distracted easily	11	13.9%
Others	3	3.8%

According to the results of this table, the issue most frequently mentioned by students was that teachers lacked sufficient time to address the needs of all learners, noted by (51.9%). A lack of knowledge and experience among teachers in effectively maintaining inclusive education was identified by (39.2%). Other commonly reported challenges included insufficient support for students and difficulty in coping with academic tasks, both cited by (30.4%). Furthermore, some students got easily distracted was pointed out by (13.9%), while a small percentage (3.8%) mentioned other challenges. These responses highlighted key areas for improvement in inclusive education, particularly in terms of teacher preparedness, time management, and individualized student support.

Q17. Do you feel that teaching methods in your classroom are adaptable to various learning needs?

Table 18: Perceptions of the Adaptability of Teaching Methods to Diverse Learning Needs.

Option	Number	Percetage
Yes	46	58.2%
No	33	41.8%
Total	79	100%

The results showed that 58.2% of students felt that teaching methods were indeed adaptable, indicating a generally positive perception of inclusivity in instructional approaches. However, a significant portion 41.8% responded negatively and provided justifications, often pointing to limited differentiation, a lack of varied teaching strategies, or the absence of support for specific learning needs. These responses suggested that while more than half of the students recognized efforts toward inclusive teaching, a considerable percentage of students still experienced challenges, underlying the need for more consistent and responsive teaching methods that catered to diverse learners.

Q17. If no, indicate why?

The following are some of the selected answers provided by the informants

- No, they are not and the reason: lack of time management, lack of suitable resources, and lack of workable approaches.
- Our teachers stuck to one teaching method, that's why other learners with different learning needs may find difficulties.
- Teaching methods used in the classrooms are not adaptable to suite all learners they are just traditional targeting few leaners needs.

- I do not feel that teaching methods are adaptable because they do not consider students psychological and social differences. Some students struggle with anxiety, lack of confidence, or difficult social environments, and the current methods do not offer enough flexibility or support to help them succeed.

Explanation

In light of their answers, current teaching strategies were most often perceived to be ineffective in addressing the diverse needs of all students due to several interconnected challenges. Poor management of time, adequate provision of resources, and adaptive pedagogy were some of the core challenges hindered the effective application of inclusive approaches. Most teachers depended almost solely on a single, conventional method of teaching that might suited some students but failed to get to those with different learning styles, origins, or requirements. These inflexible methods pay no heed to the psychological and social variations of students, including apprehension, low confidence, or dysfunctional home situations, which had a serious effect on their learning performance. Accordingly, many students were left unsupported and at the margins of learning, especially when pedagogical practices were not responsive enough to accommodate diverse profiles of learning. Inclusive education can worked at its best only when classroom practice shifted towards becoming more differentiated, responsive, and accommodating of the diverse academic, emotional, and social realities that each classroom embodied.

Q18. Are you confident with your ability to collaborate with students who have disabilities?

Table 19: Confidence Levels in Collaborating with Students with Disabilities.

Option	Number	Percentage
Moderatly confident	32	40.5%
Slightly confident	22	27.8%
Very confident	18	22.8%
Not confident	7	8.9%
Total	79	100%

The responses revealed that 40.5% of students felt "moderately confident" in doing so, while 27.8% reported being only "slightly confident". Meanwhile, 22.8% expressed being "very confident", and 8.9% indicated "no confidence" at all. These results suggested that while a majority of students possessed at least a moderate level of confidence in inclusive peer collaboration, a significant number of students still felt underprepared. This highlighted the potential value of targeted guidance and practical opportunities to build students'; confidence and competence in working inclusively with all classmates.

Q19.What factors improve learning in an inclusive classroom?

Table 20:Strategies and Factors That Enhance Learning in Inclusive Classrooms

Options	Number	Percetenge
Use of technology like videos, tablet, or learning apps	36	45.6%
More training and professional development to teachers	33	41.8%
More group work activities	31	39.2%
choice in how to do assignments(drawing, writing, talking)	24	30.4%
Smaller class sizes	18	22.8%

The most frequently selected area for improvement was "the increased use of technology, such as videos, tablets, and educational apps", chosen by (45.6%). "The importance of more teacher training and professional development" was emphasized by (41.8%), and (39.2%) suggested "incorporating more group work activities". "Offering students a choice in how they complete assignments" was noted by (30.4%), while (22.8%) highlighted "the benefit of smaller class sizes". These findings indicated that students saw both pedagogical and structural changes particularly the integration of technology and better teacher preparation as key to improving the inclusivity and effectiveness of their learning environment.

Section 6: Further suggestions

Q20. In your opinion, what other measures can be taken to improve the efficiency of inclusive education?

Participants offered a variety of insightful suggestions to improve the implementation of inclusive education. Many emphasized the need for regular and professional teacher training that focused on inclusive practices, differentiated instruction, and working with students with diverse learning needs. The use of assistive technologies, adaptive materials, and individualized education plans (IEPs) was frequently recommended to support learners' specific needs. Several responses highlighted the importance of creating a positive and collaborative educational environment, involving parents which ensures that inclusion strategies were reinforced at home, encouraging peer support, and promoting awareness about inclusion. Smaller classes were suggested to enable teachers to give more attention to students with disabilities. Some participants also recommended incorporating AI and educational technologies, varying teaching strategies, and using flexible curricula and assessments to accommodate different learning styles. Additionally, fostering passion and patience in teachers, enhancing educational facilities, and using creative methods such as teaching outside traditional classrooms were seen as ways to make inclusive education more engaging and effective.

Description of the Teachers' Questionnaire

The teachers' questionnaire aimed to explore the different perceptions teachers had towards the impact of inclusive education on the achievement of learners with and without special learning needs. It provided the challenges that teachers' faced inside the classroom, in addition to the effect on their academic, social and emotional outcomes. The questionnaire was made

up of different types of questions, ranging from multiple choice questions, and close questions to open-ended ones. It consisted of nineteen questions distributed over five sections. The first part was made up of two personal questions. Those first two questions were concerned with the informants' teaching experience as well as the degree they held.The second part was composed of six questions. This section sought to assess teachers' knowledge and comprehension of inclusive education, examining their understanding of the concept, its significance, and its integration within the curriculum. Additionally, it investigated their views on the role of inclusive education in fostering diversity and equality, as well as the methods they employed to create an inclusive classroom environment. The third part aimed to explore teachers' perceptions regarding the impact of inclusive education on the academic outcomes of both students with and without disabilities. It focused on comparing inclusive and non-inclusive classrooms, evaluating the benefits for learners with special learning needs, identifying key success factors, and suggesting ways to enhance academic, social and emotional achievement, and improve inclusive education practices. The fourth section of the teacher's questionnaire focused on identifying the key challenges educators faced in implementing inclusive education and the frequency of these difficulties. It also examined the level of administrative support received and the types of additional support teachers believed would improve the effectiveness of inclusive practices. The fifth section, unlike the other parts of this questionnaire, invited teachers to share additional insights, suggestions, or comments based on their experiences with inclusive education. It aimed to gather open-ended feedback that could inform improvements in inclusive practices and policies.

2.6.2.2.Analysis of Teachers' Questionnaire

Section 1: Personal Information

Q1. How long have you been teaching?

Table 21 :Years of Teaching Experience

Options	Frequency	percentage
3-6 years	5	33.3%
6-9 years	1	6.7%
9-12 years	3	20%
More than 12 years	6	40%
Total	15	100%

In response to the first question which aimed to gather information about the respondents' experience in the teaching profession, the majority of the teachers 40% reported having been teaching English for more than 12 years. Additionally, 33.3% indicated they had between 3 to 6 years of experience. A smaller percentage 20% stated that they had been teaching English for 9 to 12 years, while only 6.7% reported having 6 to 9 years of experience. These findings revealed that most of the teachers involved in the study were experienced, with a significant portion having over a decade of teaching practice. This range of teaching experience provided valuable insights into their perceptions of inclusive education.

Q2. What degree do you hold?

Table 22:Respondents' Highest Academic Degree

Options	frequency	Percentage
PHD	15	100%
Total	15	100%

As shown in Table 2, which presented the academic qualifications of the teachers, all 15 respondents reported holding a PhD degree. This suggested that all the teachers in the sample held the highest academic qualifications, which reflected a high level of academic expertise and professional experience in the field of education. Such a qualified sample added significant value to the study, as their insights were likely to be well-informed and grounded in both academic knowledge and practical teaching experience. This was particularly important for the current research, which explored teachers' perceptions of inclusive education, as it required informed and reflective perspectives on educational practices and learner diversity.

Section 2: Teachers' Awareness of Inclusive Education

Q3. How familiar are you with the concept of inclusive education?

Table 23:Levels of Familiarity with the Concept of Inclusive Education

Familiarity category	Frequency	Percentage
Very familiar	6	40%
familiar	4	26.7%
Slightly familiar	5	33.3%
Total	15	100%

According to the result of this table, which aimed to assess their understanding of inclusive education, 40% of the teachers answered that they were "very familiar" with it. Some even said that they had researched on this topic before. About 26.7% of the teachers answered that they were "familiar" with the concept, and 33.3% said that they were "slightly familiar". These results showed that the majority of teachers were familiar with inclusive education, but there were still a few who needed more training. Since the study was on inclusive education, it was important that teachers were well aware of it. Their level of familiarity could determine how they applied inclusive practices in the classroom and how they supported all learners.

Q4. How would you define the term inclusive education?

In response to the open-ended question, the provided responses collectively defined inclusive education as a pedagogical approach that aimed to give all learners equal opportunities to learn irrespective of their ability, age, gender, culture, background, language, or disability. Instead of putting learners into different groups based on their needs, this approach promoted their total inclusion in normal classrooms. It focused on the creation of a welcoming and inclusive atmosphere where every learner felt valued and could be successful.

Inclusive education valued diversity and saw it as a strength. To do so, teachers applied different teaching techniques and made the lessons flexible so that they suited each learner. In general, inclusive education was not merely a matter of putting students together it was a change of mind-set that promoted fairness, participation, and learning by all. The definition given by the respondents' showed that they were aware of the importance of inclusive education taken into consideration all its aspects.

Q5. How important do you think inclusive education is to learners' overall academic success?

Table 24:Perceptions of the Importance of Inclusive Education to Academic Success

Option	frequency	percentage
Extremely important	3	20%
Very important	10	66.7%
Somewhat important	2	13.3%
Not important	0	0%
Total	15	100%

According to the results of this table, which aimed to find out the respondents' perspective on the importance of inclusive education in promoting academic success. The majority of teachers (66.7%) answered that it was very important. In addition, 20% thought it was extremely important and 13.3% thought it was somewhat important. Notably, none of the teachers believed that inclusive education was not important. These results showed that most teachers strongly believed in the positive role of inclusive education in supporting students' academic success. The high percentage of those who considered it to be 'very' or 'extremely' important (a total of 86.7%) suggested a clear recognition of the value of inclusive practices in helping all learners to reach their full potential. This positive perception was essential for

the successful implementation of inclusive education, as teachers' attitudes could greatly influence how inclusion was implemented in the classroom.

Q6. In your opinion, how well is inclusive education integrated into the existing curriculum?

Table 25:Assessment of Inclusive Education Integration in the Curriculum

Options	Frequency	Percentage
Not integrated	3	20%
Poorly integrated	4	26.7%
Partially integrated	4	26.7%
Well integrated	4	26.7%
Fully integrated	0	0%
Total	15	100%

As a response to this question which sought to examine how inclusive education was included in the current curriculum, the teachers' opinions were categorized into five categorized. (20%) expressed that it was not integrated at all, whereas 26.7% said it was poorly integrated. (26.7%) more were of the opinion that it was partially integrated and the same proportion (26.7%) said that it was well integrated. Importantly, no teacher had the perception that inclusive education was fully integrated in the curriculum. These answers suggested that although some teachers were certain that inclusive education was to some extent integrated, most still held the view that inclusive education was not or was poorly covered. That there were no answers to 'fully integrated' suggested that most teachers felt there was a need for development. This dual perspective was to emphasize the need for

curriculum change and further assistance to make inclusive education more uniformly and effectively embedded within educational programs.

Q7. Do you think inclusive education can promote diversity and equality?

Table 26:Views on the Impact of Inclusive Education on Diversity and Equality

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

For this question which aimed to ensure that all learners had equal access to quality learning opportunities, 100% of the teachers answered by "Yes." This meant that every single teacher agreed that inclusive education helped in promoting diversity and equality. While no one of them said "No."

Q8. How can teachers create an inclusive classroom?

It was evident that teachers had a variety of effective ideas and methods for establishing an inclusive classroom, which was the goal of this question. Building on this, they contended that recognizing and appreciating the variety of the students was the first step in the complex process of establishing an inclusive classroom. To accommodate students with varying learning styles, abilities, and cultural backgrounds, teachers differentiated education utilizing a range of techniques, resources, and evaluations. In order to foster a polite and cooperative atmosphere, they also stressed the importance of promoting equal involvement and letting students express their opinions. In order to encourage inclusion, they also recommended making physical locations accessible and offering services to students with special needs. In

order to effectively modify their teaching methods, educators placed a strong emphasis on knowing each student's interests and strengths. In order to maintain an inclusive culture, they also emphasized the significance of constant cooperation with families and the community. Despite obstacles such as structural challenges and curriculum limitations, they thought it was critical to advance equity, use different methods, and guarantee that every student had an equal chance to succeed. All in all, they contend that establishing an inclusive classroom necessitated the ability to adapt, comprehension, and equity, with educators continuously seeking out for new approaches to meet the diverse needs of their students.

Section three: Perceptions about the Impact of Inclusive Education on Learners Achievement

Q9. In your experience, do inclusive education classrooms enhance the learning outcomes of all students, both with and without disabilities?

Table 27:Perceptions of Learning Outcomes in Inclusive Education Classrooms for All Students

options	Frequency	Percentage
Yes	13	86.7%
No	2	13.3%
Total	15	100%

The purpose of this question was to assess whether teachers believed that inclusive education classrooms improved learning outcomes for all students, including those with disabilities. According to the results, 86.7% of teachers believed that inclusive classrooms improved learning outcomes for all learners, while 13.3% disagreed. This indicated that most of them believed inclusive education had considerable benefits for improving learning outcomes across diverse student populations. It suggested that teachers had a strong positive

perception of the effectiveness of inclusive classrooms in enhancing overall student achievement.

Q9. Please justify?

The following are some of the selected answers provided by the informants

- Inclusive education benefits all students- those with and without disabilities- because it fosters a supportive, adaptable learning environment that encourages collaboration, understanding, and innovation through: 1.use of diverse learning strategies/ 2. Promotion of social and emotional growth/ 3. Higher academic performance / 4. Preparation for real life.

- I believe it is suitable only for average learners or learners with the same level in the same time, because teaching different learners with different levels trying to focus on everyone demands a lot of time and repetition which may lead to some sort of straggles for high level learners staying in the same spot not developing.

- It can enhance the learning outcomes for students with disabilities but not necessarily for those without disabilities.

Explanation

Based on their responses, inclusive education was about teaching both students with and without disabilities. It created a flexible classroom in which students learn how to collaborate, understand one another, and be creative. This helped students grow socially and emotionally, improved their learning, and prepared them for real life, where they would work with other people. Some teachers worried that teaching many different students at once was hard and took a lot of time and effort. They also thought it might slow down students who are more advanced and needed more challenging work. While inclusive education was very helpful for students with disabilities, its benefits for students without disabilities depended on how well

teachers planed lessons to meet everyone's needs. Moreover, to ensure that inclusive education worked well, universities had to provide enough resources, teachers training, and flexible teaching methods that allowed all students to succeed.

Q10. How would you assess the overall academic achievement of learners in inclusive classrooms compared to non-inclusive classrooms?

Table 28:Comparison of Academic Achievement in Inclusive and non-Inclusive Classrooms

Options	Frequency	Percentage
Higher	10	66.7%
Much higher	2	13.3%
Similar	2	13.3%
Lower	1	6.7%
Much lower	0	0%
Total	15	100%

The purpose of this question was to evaluate teachers' perceptions of the overall achievement of students in inclusive classes versus non-inclusive ones. According to the results, 66.7% of teachers believed that students performed better academically in inclusive classes than in non-inclusive settings. An additional 13.3% believed that achievement was significantly higher, while 13.3% believed it was comparable to non-inclusive classes. A smaller number, 6.7%, saw achievement as lower, with none believing it was much lower. According to this analysis, most teachers saw inclusive classrooms as setting that promoted equal or enhanced academic performance for students, indicating a generally positive perspective of the impact of inclusive education on student achievement.

Q11. Do you believe inclusive education improves the performance of learners with special educational needs?

Table 29:Perceptions of the Impact of Inclusive Education on Learners with Disabilities

Option	Frequency	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

The aim of this question was to investigate whether inclusive education positively influenced the academic performance of learners. Results showed that all teachers agreed, with 100% saying that inclusive education helped students with special needs improve their performance while no one of the teachers answered "No". This total agreement showed that everyone believed inclusive education had a positive effect on student achievement and supported learners with special needs in regular classrooms.

Q11. If yes, which kind?

Table 30:Kinds of the Impact of Inclusive Education on Learners with Disabilities

Options	Frequency	Percentage
Academic performance	3	20%
Social development	2	13.3%
Emotional well-being	5	33.3%
All of them	12	80%

All agreed that inclusive education helped students with special needs perform better. A positive effect on all areas of development, including academic performance, social development, and emotional well-being was reported by (80%). The view that it "mainly

helps with academic performance" was noted by (20%), while "only social development" was focused on by (13.3%). Emotional well-being individually was noted by (33.3%). These responses reflected a deep understanding of the benefits of inclusive education, with most recognizing its broad impact on learners with special needs.

Q12. What factors do you think have the greatest impact on the academic success of students with and without disabilities in inclusive education?

Table 31: Factors Influencing Academic Success in Inclusive Education

Options	Frequency	percentage
Parent involvement	7	46.7%
IEP's	9	60%
Classroom environment	11	73.3%
Teacher training and skills	11	73.3%
Peer interaction	7	46.7%

The most commonly cited factors were "the classroom environment" and "teacher training and skills", each receiving (73.3%) of responses. "Individualized Educational Plans" were also recognized by (60%). In addition, "parent involvement" and "peer interaction" were noted by (47.7%). Overall, these findings suggested that teachers consider both structural supports and human interactions essential to fostering academic achievement in inclusive settings.

Q13. What can be done to increase academic achievement for student with and without disabilities in inclusive education?

According to the responses, many teachers highlighted the importance of developing students' oral and written communication skills through frequent practice. Others mentioned the use of different effective teaching strategies, such as differentiated instruction, assistive technology, and individualized supports. Several teachers highlighted the need for teacher training, classroom management, and the creation of a positive and engaging learning environment. Peer support, collaboration, and offering equal participation opportunities were also mentioned as key factors. Additionally, some teachers advocated for curriculum modifications, the application of specific teaching strategies, and the importance of emotional intelligence. Generally, the whole responses reflected a focus on inclusive practices, teacher preparedness, and adapting instruction to meet the diverse needs and increased the academic achievements of all learners.

Q14. In what ways can the implementation of inclusive education be improved?

The teachers' responses indicated several key areas for improving the implementation of inclusive education. Teacher training and professional development emerged as the most frequently mentioned solution, with a great focus on the need for ongoing support, workshops, and peer coaching. Other responses also stressed the importance of adapting curricula and used varied teaching strategies, such as project-based learning, multimodality, and translanguaging, to accommodate diverse learning needs. Classroom environment and infrastructure were highlighted as essential, particularly in terms of accessibility for students with physical disabilities. Teachers also pointed to the need for appropriate teaching materials, collaborative projects, and community involvement, including engaged families, specialists, and administrators. Other suggestions included raising awareness among all

stakeholders and ensured the selection of skilled teachers and techniques suited for inclusive settings. Collectively, these responses reflected a practical understanding of the multifaceted changes needed to enhance inclusive education effectively.

Section Four: Challenges and Support Strategies

Q15. What are the main obstacles in implementing inclusive education?

Table 32:Main Obstacles to Implementing Inclusive Education

Options	Frequency	Percentage
Lack of parental involvement	6	40%
Lack of training	12	80%
Large class size	10	66.7%
Difficulty in differentiated	8	53.3%
Inadequate resource or materials	9	60%

Teachers identified several key obstacles in implementing inclusive education effectively as answers. They focused on the most commonly cited barrier which was the lack of training, that representing (80%) of responses. The participants indicated that large classes were also a significant concern, noted by (66.7%) of the responses. Inadequate resources or materials were identified by (60%) pointing to the need for better access to educational tools and supports in addition to the difficulty in applying differentiated instruction that was reported by (53.3%). Lastly, they shed light on the lack of parental involvement, cited by (40%) of them. Overall, these findings revealed that both systemic and practical challenges needed to be addressed to ensure the successful implementation of inclusive education in EFL classroom settings.

Q16. How frequently do you face challenges in addressing the needs of diverse learners in your classroom?

Table 33:Frequency of Challenges in Addressing Diverse Learners' Needs

Options	Frequency	Percentage
Occasionally	9	60%
Often	4	26.7%
Always	1	6.7%
Never	1	6.7%
Total	15	100%

The purpose of this question was to assess how often educators encountered difficulties in meeting the diverse needs of learners, answers showed that 60% of teachers sometimes had trouble meeting the needs of different learners in their classrooms. About 26.7% said they often faced this challenge, and 6.7% said it happened all the time. Only 6.7% stated that they never faced this issue. This meant that while not all teachers struggled all the time, most of them do face challenges with diverse learners from time to time.

Q17. Do you feel adequately supported by your administration in implementing inclusive education?

Table 34:Teachers' Perceptions of Administrative Support for Inclusive Education

Options	Frequency	Percentage
Yes	11	73.3%
No	4	26.7%
Total	15	100%

This question sought to evaluate teachers' perceptions of the level of administrative support they received in implementing inclusive education. The results showed that 73.3% of teachers which represented the majority feel they are not adequately supported by their administration in implementing inclusive education, while only 26.7% believed they received enough support. This indicated a significant gap in administrative backing, which could hinder the successful application of inclusive practices in classrooms.

Q17. Please explain briefly

The following are some of the selected answers provided by the informants

- The administration does not provide the support to engage in inclusive education.
- Lack of time, training and tools are the main reasons that improve my answers also the curriculum is not meant to be for this kind of teaching**.**
- Others sometimes take decisions which favor one group (low achievers) at the expense of another (high achievers)**.**

Explanation

According to their answers, one of the major challenges to implementing inclusive education was the lack of support from university administrators. This resulted in teachers frequently not getting enough advice, resources, or support from the university to effectively help all students, including those with special needs. Teachers also faced practical difficulties such as limited time, inadequate training, and lack of the necessary tools, which made it difficult for them to adopt teaching methods suitable for diverse learners. Additionally, the curriculum itself was often too strict and not designed to accommodate different teaching methods, making it hard to teach students with varying abilities in one classroom. There were also concerns that some decisions made by certain people may focused too much on helping

students who are struggling while neglecting those who performed well. This imbalance can undermined the goal of providing fair and equal education for all**.**

Q18. What type of support would help you better implement inclusive education?

Table 35:Support Strategies for Implementing Inclusive Education

Options	Frequency	Percentage
More training and professional development	14	93.3%
Additional teaching assistance	5	33.3%
More learning materials or resources	12	80%
Smaller class size	9	60%

According to this question which aimed to identify the specific types of support educators felt would enhance their ability to effectively implement inclusive education strategies in their classrooms, more training and professional development was the most requested support, mentioned by (93.3%). Access to more learning materials and resources was also important, with (80%) of teachers selecting it. Smaller class sizes were chosen by (60%). Finally, (33.3%) of teachers said they would benefit from additional teaching assistance. These responses suggested that a combination of training, resources, classroom support, and manageable class sizes were essential for effective inclusive education.

Section Five: Further Suggestions

Q19. Please share any further suggestions or comments you may have regarding inclusive education

Many responses emphasized the importance of collaboration between teachers, school administrations, and education authorities. Several other teachers' comments stressed the need for more research and careful attention to inclusion .while Teachers also highlighted practical improvements, such as reducing class sizes, providing more time for collaborative planning, and offering hands-on training. One suggestion pointed to the value of learning from successful international practice, while others underlined the need to tackle systemic barriers, including lack of teacher skills, rigid curricula, and unsuitable exam systems. Overall, the feedback reflects a strong commitment to make inclusive education more effective, but also called for deeper support, flexibility, and coordinated efforts across all levels of the education system.

2.7.General Discussion of Teachers' and Students' Questionnaires

By comparing the main results from both students' and teachers' questionnaires, a number of findings emerge. One of the most important is the shared common understanding and positive potential of inclusive education in English as a Foreign Language (EFL) classrooms. Both groups agree that inclusive practices can enhance both academic achievement and social development for all learners, directly addressing how EFL Master students at Mila University Centre perceive and impact inclusive education on their learning experience and achievement.

Students and teachers express positive attitudes toward inclusive education. Students believe that inclusive classrooms are beneficial to all students and show a willingness to collaborate with students of various abilities. Similarly, Teachers see inclusive education as an important way to meet the needs of different learners in the classroom, highlighting their perception of its impact on learners' academic performance. Students and teachers share similar positive attitudes toward inclusive education because they both experience its benefits, recognizing how it fosters collaboration, support, and improved outcomes for diverse learners.

Both groups identify significant obstacles to implementing inclusive practices effectively, such as teachers not using differentiated instruction, poor training, and systemic barriers like brief teacher time, large class sizes, lack of resources, and limited support reflecting the critical challenges teachers face and how these challenges influence learners' outcomes. Both perspectives emphasize that improved training and resources are essential. In addition to sharing similar challenges because they are directly impacted by the same classroom conditions, making them both aware of how insufficient support, inadequate training, and institutional obstacles limit successful inclusive education.

Students suggested increased training, technology application, and diversity in activities, while teachers emphasized the importance of ongoing training, better materials, technology, and working closely with families and communities. Teachers believe that success in inclusive education depends on policy, training, and university culture, revealing how their attitudes shape perceptions of its impact on learners' achievement. Similarly, students' suggestions like smaller class size and increased training reflect an understanding that systemic support is vital. Both participants make similar suggestions because they recognize, based on their own experiences, that the success of inclusive education is strongly dependent on support from institutions such as appropriate training, resources, and collaboration.

Students focus on classroom experiences, noting that teachers do not always use differentiated instruction and that some instructional strategies are ineffective, which limits peer learning and social interaction. They feel unsupported and note that inclusive practices are not fully put into practice. Teachers, on the other hand, focus more on systemic issues such as large classes and lack of institutional support, emphasizing the need for changes at the systemic levels. Students propose practical solutions like technology especially artificial intelligence, group work, and smaller classes. Teachers suggest changing lesson strategies, using special tools and technology, adjusting the curriculum, and collaborating with families and communities. Their responses differ because students and teachers see inclusive education from different perspectives: students experience its impact directly in the classroom and thus focus on immediate teaching practices and peer interactions, whereas teachers face the challenges of implementing inclusive strategies and are more aware of the systemic and institutional barriers, leading them to suggest solutions like organizing regular workshops and seminars to help educators updated on best inclusive strategies and practices, develop accessible learning materials tailored to diverse learners' needs, reduce class sizes to enable more personalized attention and effective management.

Their shared positive attitude about the benefits of inclusion indicates a collective belief that with proper support, inclusive education can succeed. Their responses are similar because both students and teachers have direct experience with the weaknesses of inclusive education in practice, allowing them to recognize the gap between inclusive principles and reality and agree that systemic support such as training, resources, change is required to make inclusion effective.

In conclusion, even though inclusive teaching is still not fully put into practice in EFL classrooms, students' positive attitudes and practical recommendations, combined with teachers' support and awareness of systemic issues, indicate that, through enhanced training, resources, and facilitating classroom cultures, inclusive education can play a significant role in both academic and social achievements for all students.

2.8. Implications, Limitations and Recommendations

2.8.1. Pedagogical Implications

Based on the results from both student and teacher surveys, this study highlights several important points. At first, many teachers claim they already use inclusive education methods in their English as a Foreign Language (EFL) classrooms. However, these claims were later find to be inaccurate. Upon closer examination of how often teachers actually use different teaching strategies, both students and teachers agree that most of these methods are not used regularly in the classroom. This suggests that many teachers do not have a clear understanding of what differentiated teaching truly means. According to the findings, this limited knowledge is a key issue that must be addressed before attempting to implement these methods effectively. The teacher survey also reveals that many teachers lack real experience in working with students who have different learning needs. Similar to the lack of knowledge, these negative or uninformed attitudes can hinder any effort to promote inclusion. Therefore, developing an inclusive mindset among EFL teachers is not just an option; it is a necessity. To overcome these barriers, tutors should be provided with special training in differentiated instruction, adopt flexible teaching methods, integrate assistive technology, and create a supportive environment that fosters collaboration and participation among all learners.

2.8.2. Limitations of the Study

Since the research process usually includes many challenges that the researcher tries to overcome, there is no doubt that researchers in this research face some obstacles on different levels. When it comes to collecting data, there are challenges in using the internet, such as Google Forms and email addresses. Although online distribution has many advantages, it also has drawbacks. Some students may not have access to the internet, and even those who do might struggle to understand certain parts of the questionnaire. What makes it more difficult is that the researcher cannot provide explanations when needed.

Another significant difficulty is obtaining responses from teachers. Despite the researchers' repeated efforts and several visits to the university to stress the importance of each teacher's individual input, the number of responses remained insufficient. As a result, the researchers are compelled to proceed with the current version of the study, despite the limited data collected.

It is also important to emphasize the limited time frame allocated for conducting and completing this research. The limited time negatively impact the study's depth and poses a challenge for teachers aiming to implement inclusive education in Mila university Master one classrooms. Finally, it can be said that with more time and a higher number of teacher responses, the research could have provides far greater insight and value.

2.8.3. Recommendations for Pedagogy and Research

According to current results, this part of the research suggests a collection of recommendations for students, teachers, in addition to administrators. The recommendations are proposes as follows.

2.8.3.1.Recommendations for Students

Students play a transformative role in enhancing inclusive education by actively engaging in practices that foster a supportive and equitable learning environment. Participating in peer support activities such as tutoring, group projects, and cooperative learning helps students build stronger academic relationships while developing essential social skills that promote collaboration. Students can also contribute by co-creating inclusive learning materials and promoting the use of Universal Design for Learning (UDL) tools, ensuring that a wide range of learning needs are met. Serving cultural or language liaisons in multilingual settings fosters peer connection and supports smoother integration. Moreover, by promoting enhancements in both physical and digital accessibility, students' sense of responsibility increases, encouraging them to support their peers in overcoming learning obstacles. Engaging in inclusive extracurricular activities such as clubs, sports, or community service raises their sense of belonging. Through empathy, leadership, and self-advocacy, students set positive examples and help cultivate an inclusive classroom culture where every learner feels respected, valued, and has the willingness for achievement.

2.8.3.2.Recommendations for Teachers

To effectively support inclusive education and enhance student achievement, teachers in universities should focus on several foundational practices such as the use of diverse teaching methods and materials that respond to the varied learning needs of students, in addition to ensuring content that is both accessible and engaging. They should apply principles of Universal Design for Learning (UDL) and culturally sustaining pedagogy which allows educators to offer effective instruction while affirming students' cultural identities. Moreover, creating a safe, respectful, and welcoming learning environment that fosters student participation, confidence, and academic success.

Teachers should also regularly use formative assessments to control the student learning progress and adapt their strategies accordingly. Incorporating student voice through feedback inside the classroom, assessments, and class norms promotes a sense of belonging and shared responsibility to learners. Collaborating with special education experts, support staff, and peers further enriches instructional planning and provides targeted assistance to those who need it. Finally, maintaining a commitment to ongoing professional development ensures that teachers remain equipped with the latest inclusive teaching strategies, behavior management skills, and cultural competencies. Together, these practices form the foundation of an inclusive and supportive educational environment where every student regardless of his/her ability has the opportunity to succeed.

2.8.3.3.Recommendation for the Administration

University administrators play a crucial role in advancing inclusive education and enhancing its impact on student achievement by implementing forward-thinking, institution-wide strategies. Integrating inclusive goals into university strategic plans ensures that diversity and equity are embedded in academic excellence and student success initiatives. Administrators can foster peer-led support systems such as inclusive student organizations, and leadership development opportunities that enhance academic engagement. Collaborating with community partners, and industry stakeholders enables inclusive experiential learning opportunities, and service-learning programs that broaden access and relevance. Additionally, developing inclusive data systems that monitor academic progress alongside indicators of well-being and engagement allows for targeted support. By cultivating a university culture that values representation, accessibility, and equity, administrators can create an environment where all students feel respected, supported, and positioned to achieve their full potential.

Conclusion

This chapter investigates the perspectives of both students and teachers on inclusive education in EFL courses at Mila University Centre. Analysis of their questionnaires reveals a common positive attitude towards the benefits of inclusive practices, particularly in terms of improving academic achievement and social development for all students. However, both groups cite significant systemic and instructional challenges, such as large class numbers, a lack of resources, inadequate training, and inconsistent use of differentiated strategies that hinder the full implementation of inclusive education. Students and instructors agree that improved training, additional resources, and systematic changes at the policy level are required to bridge the gap between inclusive ideology and classroom practice. The findings indicate that, despite the challenges, there is a broad agreement that, with continuous support and institutional efforts, inclusive education can be effectively integrates into EFL settings, leading to meaningful academic and social outcomes for diverse learners.

General Conclusion

Across this research, it was frequently emphasized that the implementation of inclusive education with the purpose of meeting the diverse educational needs to all learners constitutes the main focus that this present research revolves.

This work examined the extent to which teachers use inclusive education and its impacts on fostering the achievement of both categories of learners with and without special educational needs. Moreover, the study aimed at investigating teachers' and students' perceptions on inclusive education with a focus on its impact in learners' academic, social, and emotional achievement.

Furthermore, it determined the efficiency of TEFL training courses in developing teacher-teaching strategies. To explore the issues highlighted in the research aims, two questionnaires were administered. One questionnaire was administered to seventy nine students, while another was administered to fifteen EFL teachers. Both samples were taken from the Department of Foreign Languages Mila University Center in order to explore how they both perceive the impact of inclusive education on learning outcomes, examine the challenges teachers face and their effects on student achievement, as well as to investigate how teachers' attitudes influence their perceptions of inclusive education's effectiveness.

The main findings obtained from this study demonstrates that most teachers are aware of students' diversity and have positive attitudes towards it. Certain amounts of teachers exhibited highly exclusive views. While the analysis provided in this study also indicates that almost all teachers see inclusion as an important aspect that plays a crucial role in developing the several achievements of learners with and without disabilities.

The results shared a number of challenges in the implementation of inclusive education, for instance, large class sizes, lack of training courses, limited sources, as well as the absence of administrative support. As a consequence, a number of recommendations are highlighted:

Students can promote inclusive education by providing peer support, and participating in different activities inside the classroom. Teachers should use a variety of accessible methods of teaching and create a safe learning atmosphere. Administrators must incorporate inclusive goals into strategic plans, create support structures, and assess progress to promote equity and access for all students.

In the later part, it should be noted that the current investigation is relatively small in scale. As a result, it can be a subject to discussion and critique. Moreover, this research is exploratory in nature, and as such, employing experimental methods would enhance the reliability and significance of the results. Yet, this study may fulfills the role of attracting future researchers' views to this particular area of study and open the door for them to explore this topic in greater depth.

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Appendices

Appendix A

The Students' Questionnaire

Dear student,

We kindly invite you to support our research by filling in this questionnaire, which is an essential part of the research study we are conducting on the impact of inclusive education on learners' achievement. We would like to inform you that your answers will remain anonymous and will be processed with the utmost confidentiality. Thank you for your cooperation.

Section One: Personal Information

1. How would you rate your overall English level?

□ Bad

□ Average

□ Good

□ Excellent

2. Do you have any learning difficulties or disabilities?

□ Yes, I do

□ No, I do not

□ Not sure

3. Do you have any classmates with special learning needs or disabilities?

□ Yes

□ No

□ Not sure

Section Two: Understanding and Perceptions of Inclusive Education

4. Have you heard about inclusive education before?

□ Yes

□ No

□ Not sure

5. To what extent do you believe inclusive education is implemented in your current

classes?

□ Not implemented

□ Poorly implemented

□ Moderately implemented

□ Well implemented

□ Fully implemented

6. Are you satisfied with your teacher's way of teaching?

□ Yes

□ No

If no, please explain why?

……………………………………………………………………………………………

7. How significant do you think inclusive education is for the academic achievement of

all learners, including those with disabilities?

□ Not important

□ Slightly important

□ Moderately important

□ Very important

□ Extremely important

Section Three: Personal Experience in an Inclusive Environment

8. Have you ever collaborated with classmates who have unique learning needs?

□ Yes

□ No

9. Do you feel comfortable learning in a classroom with students of different learning abilities?

□ Comfortable

□ Not comfortable

10. How do teachers support students with different learning needs in your class? (You may tick more than one option)

□ Provide additional help when necessary

□ Allow students to work in groups

□ Use different teaching methods, materials, or tools

□ Other: ……………………………………………………………………………

11. Have you received any support or guidance from your teacher on how to engage with students with and without special needs?

□ Yes

□ No

Section Four: The Impact of Inclusive Education on Learners'

Achievement

12. Do you think learning in an inclusive classroom helps all students perform better?

□ Yes

□ No

If yes, in what ways? (You may tick more than one option)

□ Academic

□ Social

□ Emotional

13. How would you evaluate the academic achievement of learners in inclusive classrooms compared to non-inclusive ones?

□ Much lower

□ Lower

□ Similar

□ Higher

□ Much higher

14. Do you believe that inclusive education enhances collaboration between learners with and without disabilities?

□ Strongly disagree

□ Disagree

□ Neutral

□ Agree

□ Strongly agree

15. How often do inclusive teaching methods positively affect your learning experience?

□ Never

□ Rarely

□ Sometimes

□ Often

□ Always

Section Five: Challenges in Inclusive Education

16. What challenges can be faced in an inclusive classroom? (You may tick more than one option)

□ The teacher lacks enough time for all learners

□ Lack of knowledge and experience on the teacher's part about how to maintain inclusive education

□ Students do not receive enough help

□ Some students find the work difficult

□ Some students get distracted easily

□ Other: …………………………………………………………………………………

17. Do you feel that teaching methods in your classroom are adaptable to various learning needs?

□ Yes

□ No

If no, please justify:

……………………………………………………………………………………………

18. Are you confident in your ability to collaborate with students who have disabilities?

□ Not confident

□ Slightly confident

□ Moderately confident

□ Very confident

19. What factors improve learning in an inclusive classroom? (You may tick more than one option)

□ More group work activities

□ Use of technology like videos, tablets, or apps

□ Choice in how to do assignments (drawing, writing, talking)

□ More teacher training and professional development

□ Smaller class sizes

20. In your opinion, what other measures can be taken to improve the efficiency of inclusive education?

………………………………………………………………………………………………

………………………………………………………………………………………………

Appendix B

The Teachers' Questionnaire

Dear teacher,

You are kindly invited to take a few minutes of your valuable time to complete this survey, which is part of our research study exploring teachers' perceptions of the impact of inclusive education on learners' academic achievement. The study also aims to understand the challenges faced in inclusive classrooms and how these affect students' outcomes. Your responses will remain anonymous and will be treated with strict confidentiality.

Thank you in advance for your valuable contribution.

Section One: Personal Information

1.How long have you been teaching?

□ 3–6 years

□ 6–9 years

□ 9–12 years

□ More than 12 years

2. What degree do you hold?

……………………………………………………………………………………………

Section Two: Teachers' Awareness of Inclusive Education

3. How familiar are you with the concept of inclusive education?

……………………………………………………………………………………………

4. How would you define the term inclusive education?

……………………………………………………………………………………………

5.How important do you think inclusive education is to learners' overall academic success?

□ Not important

□ Somewhat important

□ Very important

□ Extremely important

6. In your opinion, how well is inclusive education integrated into the existing curriculum?

□ Not integrated

□ Poorly integrated

□ Partially integrated

□ Well integrated

□ Fully integrated

7. Do you think inclusive education can promote diversity and equality?

□ Yes

□ No

8. How can teachers create an inclusive classroom?

……………………………………………………………………………………………

Section Three: Perceptions about the Impact of Inclusive Education on Learners' Achievement

9. In your experience, do inclusive education classrooms enhance the learning outcomes of all students, both with and without disabilities?

□ Yes

□ No

Please justify:

……………………………………………………………………………………………

10. How would you assess the overall academic achievement of learners in inclusive classrooms compared to non-inclusive classrooms?

□ Much lower

□ Lower

□ Similar

□ Higher

□ Much higher

11. Do you believe inclusive education improves the performance of learners with special educational needs?

□ Yes

□ No

If yes, what kind of performance?

□ Academic performance

□ Social development

□ Emotional well-being

□ All of them

12. What factors do you think have the greatest impact on the academic success of students with and without disabilities in inclusive education? (You may tick more than one option)

□ Parent involvement

□ Individualized educational plan

□ Classroom environment

□ Teacher training and skills

□ Peer interaction

13. What can be done to increase academic achievement for students with and without disabilities in inclusive education?

……………………………………………………………………………………………

14. In what ways can the implementation of inclusive education be improved?

……………………………………………………………………………………………

Section Four: Challenges and Support Strategies

15. What are the main obstacles in implementing inclusive education? (You may tick more than one option)

□ Lack of parental involvement

□ Lack of training

□ Large class size

□ Difficulty in differentiated instruction

□ Inadequate resources or materials

16. How frequently do you face challenges in addressing the needs of diverse learners in your classroom?

□ Never

□ Occasionally

□ Often

□ Always

17. Do you feel adequately supported by your administration in implementing inclusive education?

□ Yes

□ No

Please explain briefly:

……………………………………………………………………………………………

18. What type of support would help you better implement inclusive education? (You may tick more than one option)

□ More training and professional development

□ Additional teaching assistance

□ More learning materials or resources

□ Smaller class size

Section Five: Further Suggestions

19. Please share any further suggestions or comments you may have regarding inclusive education?

……………………………………………………………………………………………

الملخص

أصبح من الواضح بشكل متزايد أن التعليم الشامل يُعتبر أولوية في الخطاب التربوي الحديث. بالرغم من التبني المتزايد للتعليم الشامل، لا يزال هناك فهم محدود لكيفية تصور الطلاب والمعلمين لتأثيره على تحصيل الطلاب. يشعر العديد من المعلمين بعدم الجاهزية لتطبيق استراتيجيات الدمج, مما قد يؤثر سلبا على تقدم الطلبة, لا سيما ذوي الاعاقات. تهدف هذه الدراسة إلى فحص وعي المعلمين والطلاب بتأثير التعليم الشامل على تحصيل المتعلمين. تُطرح في هذا البحث ثلاثة أسئلة:(1) كيف يُدرك طلاب السنة الأولى ماستر في اللغة الإنجليزية كلغة أجنبية والمعلمون في مركز جامعة عبد الحفيظ بوصوف ميلة تأثير التعليم الشامل على تجارب الطلاب التعليمية وإنجازاتهم وأدائهم الأكاديمي؟(2)وما هي التحديات الحرجة التي يوجهها المعلمون في التعليم الشامل وكيف تؤثر هذه التحديات على نتائج المتعلمين؟ (3) وبأي طرق تشكل مواقف المعلمين تجاه التعليم الشامل تصوراتهم لتأثيره على تحصيل المتعلمين؟ لتحقيق هدف الدراسة، تم توزيع استبيان على تسعة وسبعين طالبًا في السنة الأولى ماستر لغة إنجليزية كلغة أجنبية، وآخر على خمسة عشر معلمًا بنفس التخصص، مأخوذتين من قسم اللغات الأجنبية في مركز جامعة عبد الحفيظ بوصوف ميلة. تشير النتائج إلى أن المعلمين والطلاب يمتلكون مواقف إيجابية تجاه التعليم الشامل ويعتقدون أنه يعزز التطور الأكاديمي والاجتماعي، مع الاعتراف بتحديات مثل محدودية التدريس التفريقي، نقص التدريب، كبر حجم الصف، وقلة الموارد. ويؤكدون أن تحسين التدريب والموارد والدعم المؤسسي أمر ضروري لتعزيز تأثير التعليم الشامل على تحصيل المتعلمين. رغم تطبيق التعليم الشامل في صفوف اللغة الإنجليزية كلغة أجنبية، إلا أنه ليس شاملاً من قبل جميع المعلمين ولا يُطبق على نطاق واسع.

الكلمات المفتاحية: التعليم الشامل، الأداء الأكاديمي، المتعلمون ذوو الإعاقة، تحصيل المتعلمين، فصول اللغة الإنجليزية كلغة أجنبية.

Résumé

Il est de plus en plus évident que l'éducation inclusive constitue une priorité dans le discours éducatif contemporain. Malgré son adoption croissante, la manière dont les élèves et les enseignants perçoivent son impact sur la réussite des élèves reste encore mal comprise. De nombreux enseignants se sentent insuffisamment préparés à mettre en œuvre des stratégies inclusives, ce qui peut nuire aux progrès des étudiants, en particulier ceux en situation de handicap. Cette étude vise à explorer la prise de conscience des enseignants et des étudiants quant à l'effet de l'éducation inclusive sur le rendement scolaire. Trois questions principales sont abordées : (1) Comment les enseignants et les étudiants du Master 1 ALE au Centre Universitaire Abd Elhafid Boussouf de Mila perçoivent-ils l'impact de l'éducation inclusive sur les expériences d'apprentissage et les performances académiques ? (2) Quels sont les défis majeurs auxquels les enseignants sont confrontés dans ce contexte, et comment ces défis influencent-ils les résultats des apprenants ? (3) De quelle manière les attitudes des enseignants façonnent-elles leur perception de l'éducation inclusive ? Deux questionnaires ont été distribués, l'un à soixante-dix-neuf étudiants et l'autre à quinze enseignants d'anglais. Les résultats révèlent des attitudes globalement positives à l'égard de l'éducation inclusive, mais aussi des obstacles notables tels que le manque de formation, la taille des classes, l'enseignement peu différencié et des ressources limitées. Une amélioration du soutien institutionnel est jugée essentielle pour renforcer l'efficacité de l'inclusion.

Mots-clés : éducation inclusive, rendement scolaire, apprenants handicapés, réalisations des apprenants, cours d'ALE.