

# Pre-service teachers' perspectives and attitudes towards inclusive education at a private EFL language institute in Asunción, Paraguay

Perspectivas y actitudes de docentes sin titulación sobre educación inclusiva en un instituto privado de enseñanza de lengua inglesa

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## ABSTRACT

Teacher's attitudes and perceptions towards inclusive education are fairly important for it to be effective. As a result, this thesis briefly describes the importance of inclusive education and proceeds to perform a study to determine teachers' attitudes towards inclusive education in a Paraguayan educational institution. At a time when countries are changing their policies to conform to international declarations that inform inclusion, it is of high importance that those teachers' views are taken into consideration. This is because they will be in charge of implementing this policy's decisions and leaving them unaccounted for may stagnate any realistic achievements an inclusion approach may aim to forestall. Teachers from a private English institute, selected through purposeful sampling, were asked to complete questionnaires about their attitudes and perceptions towards inclusive education. The main criteria to include them in the study were that they must be participating in the pre-service teacher training program. The data provided insights into the way teachers understand inclusion, the support that they require in practice, and how they meet classroom challenges in practice. The study revealed that trained teachers lacked relevant knowledge on all key areas under study and this could influence the way they view inclusion. Most of the knowledge the teachers had was learnt some years back in college and most of it is outdated owing to the changing dynamics that constantly give new shapes to inclusion. The study points the need to look for ways of furnishing teachers with relevant knowledge and information that would help review their positions on inclusion.

*Keywords:* Inclusive education; special education; Paraguay; inclusive education; inclusive teaching.

**RESUMEN**

Las perspectivas y actitudes de los docentes respecto a la educación inclusiva son muy importantes para que esta sea aplicada de manera efectiva. Como resultado esta tesis describe brevemente la importancia de la educación inclusiva y realiza un estudio para determinar las actitudes de docentes respecto a la educación inclusiva en una institución educativa del Paraguay. Es importante tener en consideración los puntos de vista de los docentes hoy en día cuando varios países cambian sus políticas educativas para volverlas conforme a la inclusividad. La importancia se refleja en que los docentes estarán a cargo de implementar las decisiones de dichas políticas y no tomarlos en cuenta podría estancar cualquier logro realista que un enfoque inclusivo podría predecir. Docentes de un instituto privado de ingles fueron seleccionados a través de muestreo intencionado y se les pidió que completaran cuestionarios sobre sus perspectivas y actitudes acerca de la educación inclusiva. El criterio principal para incluirlos en el estudio era que debían participar en el programa de entrenamiento para docentes. Los datos proporcionaron información en la manera en que los docentes entienden la inclusión, el apoyo que requieren en la práctica y como afrontan los desafíos que se presentan en la clase. El estudio reveló que los docentes entrevistados carecían de conocimiento relevante en áreas clave y esto podría influenciar la manera en que ven la inclusión. La mayoría del conocimiento que los docentes tenían fue aprendido hace varios años en la escuela secundaria, y la mayoría de ese conocimiento era arcaico debido a la cambiante dinámica que constantemente da nuevas formas a la inclusión. El estudio enfatiza la necesidad de buscar nuevas maneras de equipar a los docentes con conocimiento relevante e información que los ayudaría a evaluar sus posiciones sobre la inclusión.

*Palabras clave:* Educación inclusiva; educación especial; Paraguay; educación inclusiva; enseñanza inclusiva.

Special needs education, special education, integrated education, and inclusive education are currently the buzzwords of educational practice in our country. In the Paraguayan context, all the previously stated terms properly synergize with The Decree Number 2837 of Inclusive Education in Paraguay, in Art. Num 43 of “People’s Equity”, which assures that all citizens are equal in rights and dignity, without room for discrimination. In addition, it claims that the State shall remove obstacles and prevent the factors that maintain or encourage said obstacles. Moreover, the Constitution’s Art. 54 “Child’s Protection”, guarantees children their harmonious and integral development, as well as full exercise of their rights and protection against abandonment, malnutrition, violence, abuse, and exploitation. The document states that any person can claim to the authorities to fulfill said guarantees and sanction those who infringe it (Presidencia de la Nación, 2018, p. 1).

The new approach to inclusive education arises out of the need for changes to be made to the provision of education that is responsive and sensitive to the diverse range of learning needs. Inclusive Education will give every child the right to education as proclaimed in the decree Number 2837 of the Paraguayan constitution. It also obliges schools to accommodate all kids regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. In December 2013, the Paraguayan Congress approved the law Num 5136/13 of inclusive education in order to take responsibility for ensuring that all learners, with or without disabilities, receive support in pursuit of optimum learning. (UNESCO, “Policy Guidelines”, 2009, p. 11). As a result, it can be concluded that education in Paraguay has undergone numerous and radical changes since 1989 which was the year where the educational reform started, and two decades later the law Num 5136/2013 of inclusive education was implemented. Considering that the educational reform and inclusive law being such recent events it can be assumed that the educational organism and its components are in the process of adapting and evolving which lays the foundation for research involving teachers’ attitudes towards these new responsibilities.

Even though we are making some progress, the attitudinal barrier is one of the most problematic issues to people’s perspectives towards people who have special needs; for

example, people with special needs are often viewed as unable or needy, and providing minimal facilities for them is seen as an act of charity rather than an essential part of every program. These barriers to learning are likely due to cultural and social beliefs or taboos that have existed in society for several years. The traditional practice of viewing “disability” is being seriously questioned. Similarly, there are institutional or organizational barriers, resulting from the perspectives of organizations or government bodies. These barriers include a lack of implementation of policies and laws which were created to consider the accessibility of “SSNES,” which stand for Students with Specific Needs for Educational Support, this acronym shall be used throughout the document, in every program; for example, there are laws that say every public school must be accessible to SSNES but they are not applied most of the time in every school. These two types of barriers: attitudinal and institutional are not clearly identifiable; they are embedded in the mindset of the community and decision-makers. Changing attitudes is not as easy as opening windows (World Report on Disability, 2018, p. 4-172; Blackie, 2010, p. 7-14; Pivik et al., 2019, p. 101-102; UNESCO 9, 2009; Stubbs, 2008, p. 61-82; Engelbrecht et al., 2019, p. 121-127; Zoniou-Sideri and Vlachou, 2006, p. 382-83).

A study about teachers’ perceptions and attitudes toward inclusive education in Asunción can add additional information and research findings to the existing literature and shed some light concerning the pre-service teacher’s perspectives and attitudes towards inclusive education and more importantly regarding inclusion in the Paraguayan nation, a topic which has not been widely covered by the writing of this work. Additionally, it could spearhead more studies on the matter done in the country and in different contexts by other interested researchers, in consequence yielding better and wider results. Moreover, it might promote an awareness regarding the educational needs of students with specific needs for Educational Support, leading to people understanding that inclusive education reaches every type of disability and not only physical ones and appreciating the social and economic benefits it leads to. Lastly, understanding the perceptions of teachers can provide better insights into the problem of inclusive education, which might enable even the government to improve inclusionary practices in schools.

## **METHODS**

### **Type of Study**

The study sought to shed light on the attitudes and perspectives of pre-service teachers towards inclusive education, hence a descriptive approach was chosen for this non-experimental study and the choice was justified by the fact that the sample was small. Non-experimental mixed-method research that encompassed an assortment of different methods that described the connections among variables. Non-experimental methods “do not set out, nor can they test, any casual relationships between variables” because the researcher does not have “direct control of independent variables” since they have either already occurred or are not manipulable; lastly, it is not strictly necessary but it could also employ “random assignment of participants to conditions or orders of conditions” (Salkind, 2012, p. 10; Johnson, 2001, 7; Chiang et al., 2015).

Descriptive research “describes the characteristics of an existing phenomenon” whether it is “an individual, group or community.” It does not manipulate or control the variables “thus there is no independent variable” and its purpose is to “describe one or more variables and/or determine if there is an association between two or more variables” (Salkind, 2012, p. 12; Dulock, 1993, p. 154-155).

## **Categorical Domains Variables**

The teacher survey instrument consisted of a total of 42 questions that were subdivided into five sub-domains; they were Student Variables, Peer Support, Administrative Support, Collaboration, and Training. Open-ended questions at the end of the survey instrument helped identify participants' attitudes towards inclusive education.

## **Setting and Participants**

The setting consisted of an anonymous private institution from Paraguay that taught English and claimed to provide inclusive education. It was located in the city of Asuncion, and had traits that made it relevant to this research such as an abundance of pre-service teachers. The sample consisted of pre-service teachers of the said institution taking preparatory courses for becoming fully-fledged teachers. A total of 42 willing individuals were employed for the research. Of the sample, 52.38% were undergraduates, for the purpose of this study undergraduate refers to individuals who have finished high school and are currently coursing studies, and 42.86% held a bachelor's degree, the remaining two 2,38% shared a degree beyond bachelor's. The socio-demographic information concerning gender resulted in 52.4 percent of the population being female and the remaining 47,6% being male.

The training received by the pre-service teachers could be divided between two main "training programs", program 1 with 33.3%, and program 2 reaching 42.9% of participants. Additionally, the current level pre-service teachers are working with is almost evenly divided between adult level with 42.8% and Junior level with 40.4%. Lastly, out of the population, 71,4% of participants claimed to not have received any form of training regarding inclusive education, and 28,6% claimed they had received previous training.

It is important to mention that in the context in which this study took place it was common for many English teachers who were still in training and therefore had not been certified yet to also be teaching at the same time.

## **Sample and Selection Criteria**

Pre-service teachers from a private teaching institution in Paraguay were chosen as the population sample of this study. The sample was a total of 42 participants out of 45. They volunteered to complete the questionnaire when asked. The selection criteria aimed to be as unbiased and random as possible. The survey, adapted for this study, was distributed across the 42 pre-service teachers. Every teacher was provided a cover sheet (see Appendix) stating the purpose of the study, explaining that their identity would remain anonymous and their responses confidential, that participation in the study was expected to be voluntary, that their current experience and knowledge about the topic did not affect the value of their answers and that by submitting the survey they were consenting to participate.

## **Data Collection**

The instrument used in this study was a survey questionnaire which was designed by Evangeline Kern and adapted by the researchers of this study and it consisted of Parts A, B, and C (see Appendix).

Part A of the survey would gather teacher demographic information, especially, gender, age-range and educational level, current level the teacher was teaching, number of years teaching at the current level, number of years in total, and if he or she had received any training regarding Inclusive Education.

Part B of the survey consisted of 42 questions related to pre-service teachers' attitudes regarding inclusive education, divided into five subdomains which are Student Variables, Peer Support, Administrative Support, Collaboration, and Training. The teachers were instructed to circle their response on the Likert-Type scale. They were instructed to mark either SD (Strongly Disagree), D (Disagree), A (Agree), or SA (Strongly Agree). Part C of the survey consisted of open-ended questions and any other concerns they may have held in regards to teaching students with specific needs for educational support in their classrooms. The responses that arose from the open-ended questions from Part C were analyzed using a thematic approach.

Initially, permission was requested from main teachers to employ a few minutes of their time for the questionnaire to be distributed to the pre-service teachers. Once permission was provided, the purpose of the study was explained to potential participants along with a brief description of what was inclusive education, their future role in it by working at an inclusive institution, and the fact that their identity would remain anonymous. Then, the questionnaires were distributed to willing participants who proceeded to complete it and any questions regarding the content of it were explained.

### **Data Analysis**

The results of the study were analyzed using qualitative analysis and a number of appropriate descriptive, frequency statistic tests. Part A gathered the demographic information of participants that were analyzed using a quantitative technique. This information has been displayed in chapter 3, section 3.3. Part B consisted of a 42 questions survey that gathered quantitative information about teachers' attitudes towards inclusive education. Part C of the survey consisted of open-ended questions whose responses were related to their understanding of inclusive education, their sentiment towards inclusive education, and to briefly describe whether they were prepared or otherwise to teach inclusive education, and this information was analyzed qualitatively. To describe the set of data that were obtained from the results of the questionnaire comprised of Likert-Type questions in which educators rated their perceptions of certain aspects of inclusive education from Strongly Agree to Strongly Disagree. In order to process the quantitative data, the Statistical Package for Social Studies (SPSS) was used along with the Excel program. The social demographic data were analyzed through the frequency estimation percentage.

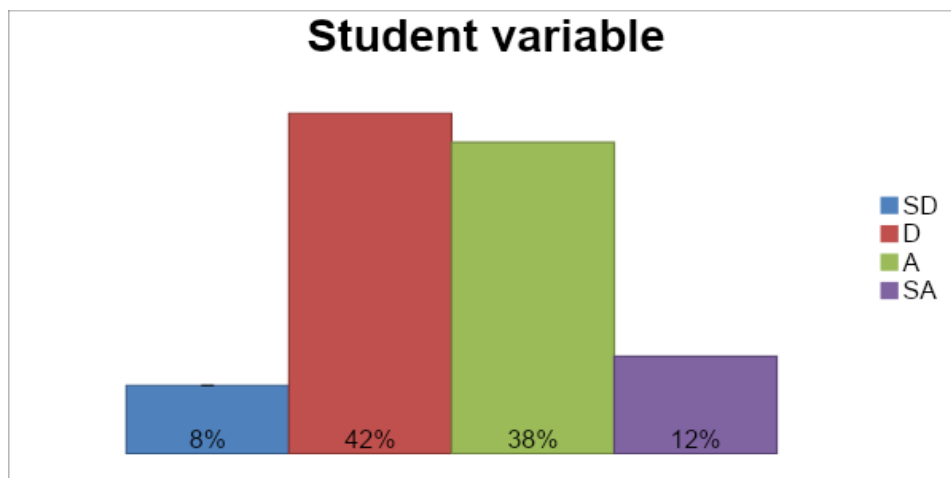
## **FINDINGS**

### **Part A**

The demographic data initiated by gathering information about participants gender, the results stated that 52.4% were female and 47.6% were male, which suggested an even distribution of men and women. Moreover, education level data suggested that 52.38% of participants were undergraduates and 42.86% held a degree beyond the bachelor's. Third, the vast majority of participants' ages were between 25-35 (48%) or below 25 (36%) years old and 12% aged at 36-45 and the remaining 2% at 36-55 and the last 2% at older than 55 years old. Fourth, the results of training received by the pre-service teachers were separated in two main categories: training program 1 which had 33.3%, and program 2 reaching 42.9% of participants. Fifth, the proficiency level pre-service teachers were working at the time was divided between adult level with 42.8% and Junior level with 40.4%. In final place, regarding training in inclusive education yielded that 71.4% of participants had not received any form of training and 28.6% claimed to have received previous training.

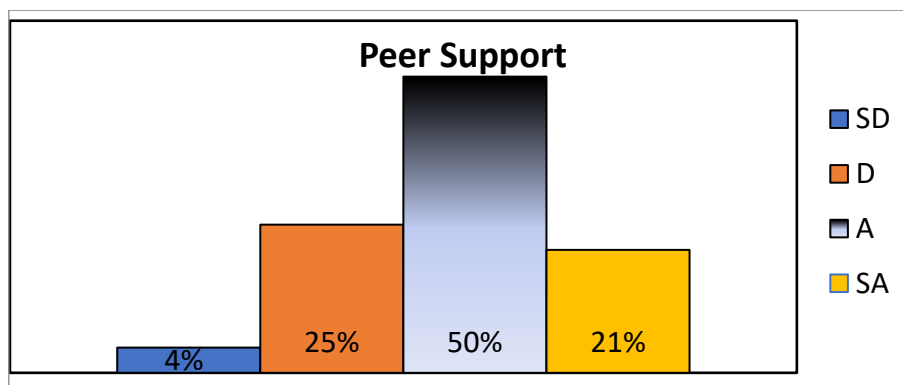
**Part B**

Results for the Student Variable subdomain



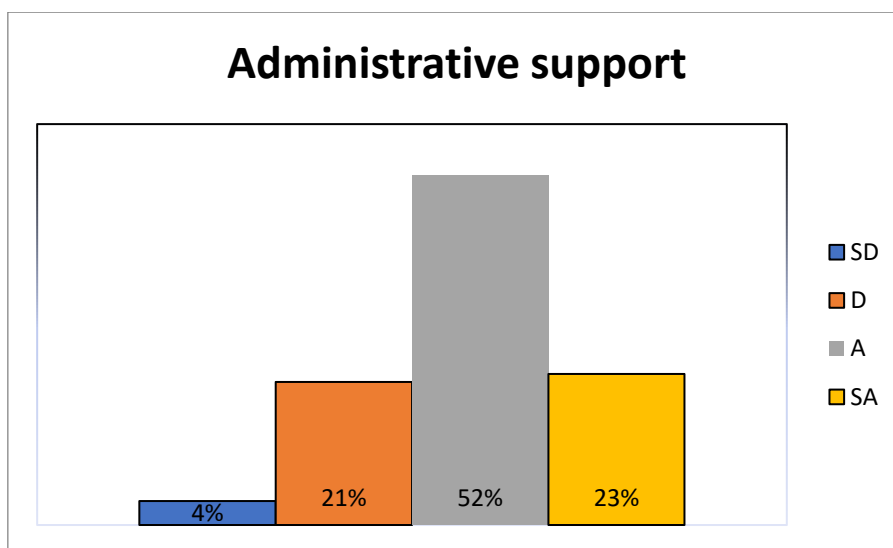
The student category questions aimed to gather information concerning participants’ perceptions and attitudes towards teaching SSNES in a special education classroom rather than the regular classroom. Results stated that an evenly spread array of opinions existed; 42% of participants Disagree with the notion that SSNES should be in special education classrooms and 38% Agree that SSNES should be taught in special education classrooms. On the extremes, 8% of participants Strongly Disagree about SSNES being taught in a separate environment and 12% are in Strong Agreement.

Results for the Peer Support subdomain



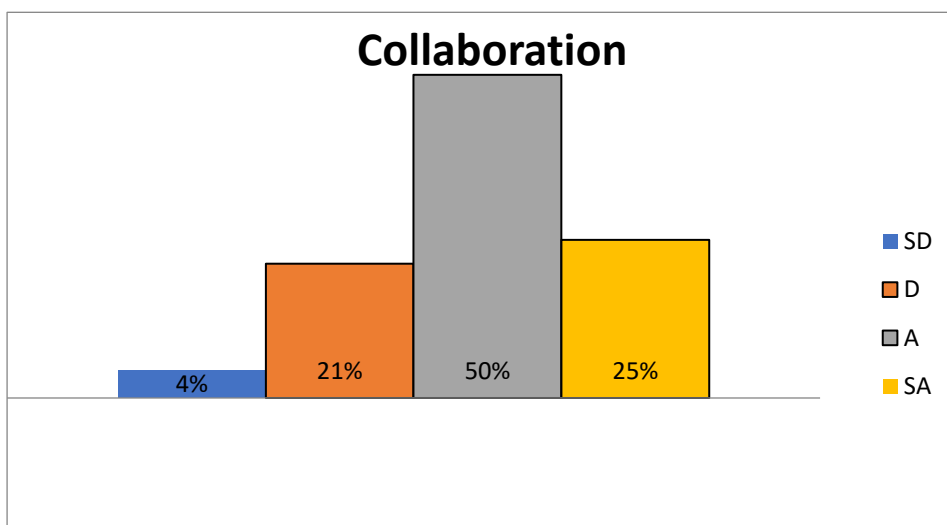
The Peer Support subdomain’s purpose was to collect information that would determine participants’ perceptions and attitudes towards inclusive education in regards to peer support with SSNES in their classroom. A large portion of participants sitting at 50% stated they felt positive (Agree) regarding peer support and 25% claimed to Disagree. The remaining 4% Strongly Disagree and 21% Strongly Agreed with the peer support received.

Results for the Administrative Support subdomain



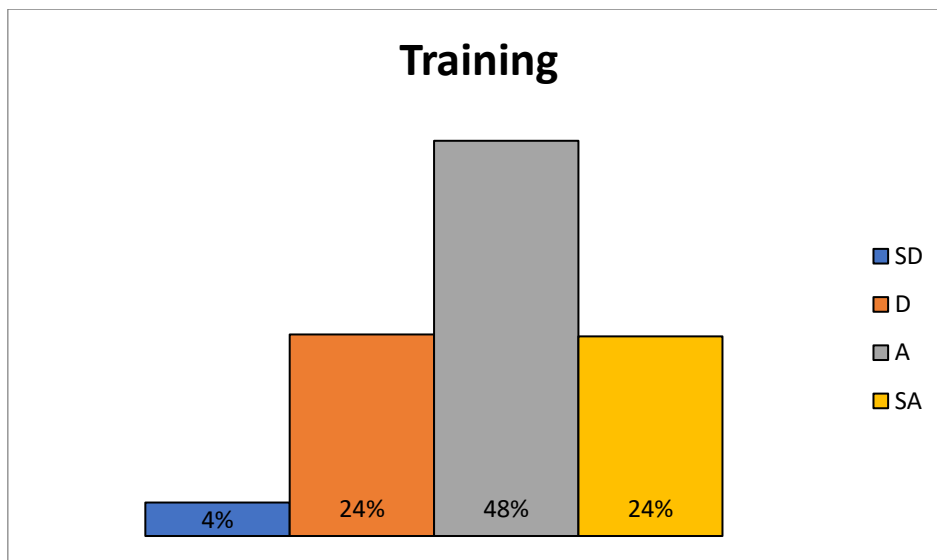
The Administrative Support subdomain suggested results regarding the participants’ attitudes and perceptions towards the support they received from administrators. Said support could be both in the form of knowledge and materials to treat SSNES in the classroom as well as opportunities to visit workshops and other useful tools to improve as an inclusive teacher. Of the participants 52% stated they Agreed, with a small 23% Strongly Agreeing; 21% Disagreed, and 4 % Strongly Disagreed.

Results for the Collaboration subdomain



The Collaboration subdomain’s goal was to determine participant’s attitudes and perceptions towards collaborative work regarding SSNES in the classroom, such as having additional teachers in the classroom to help SSNES work among others. A large portion of participants displayed favorable attitudes and perceptions towards collaborative work with 50% of the total in Agreement with the idea of collaborative work and 25% Strongly Agreeing. A smaller portion of the participants displayed Disagreement with 21% and 4 % Strongly Disagreed.

Results for the Training subdomain



The fifth and last subdomain of Training described participants’ attitudes and perceptions towards effectively working with SSNES in the classroom with the preparation received and the knowledge they possessed, and experience if any. In this subdomain it was found that 48% of participants believed they had the necessary training to successfully teach SSNES, with 24% displaying Strong Agreement. On the contrary, 24% of participants Disagreed and 4% Strongly Disagreed.

**Part C**

The open-ended questions began with the analysis of their understanding of what inclusive education meant that yielded results in which 88.2% of pre-service teachers stated that “inclusive education referred to the classroom environment that welcomed every type of student, regardless of differences; a classroom in which normal students and students with special needs learn side by side.” The remaining 9.5% believed inclusive education meant “helping students in the classroom who present learning and social disabilities” yet they did not mention that those special students are taught in the regular classroom or implied they are segregated from regular classrooms, and the last 2.3% claimed he or she did not know what inclusive education meant.

Concerning how they felt about inclusive education: 95.2% of participants claimed to feel positive about inclusive education, many of whom stated that inclusive education should be a mandatory human right and specifically 64.2% of participants highlighted that teacher should be taught the methods and provided materials necessary for successfully including special needs students in the regular classroom. Out of the participants that felt positive about inclusive education 26.2% claimed there are social benefits for both normal students and SSNES when they are being taught in the same classroom and 9.6% stated they would feel comfortable teaching mildly disabled students but not severely disabled ones. 4.8% of participants claimed to feel negative about inclusive education due to lack of infrastructure in the classroom and institution, lack of training, and a feeling of under-preparedness.

Lastly, in regards to stating three reasons for why they felt prepared or unprepared for teaching students with specific needs for educational support, 92.8% of pre-service teachers claimed to feel unprepared due to lack of experience with special needs students, lack of



knowledge on the methods and classroom management required to deal with such students and the belief that the classroom at the institution they were being trained at lacks the required equipment and tools to approach students with special learning needs.

7.2 percent of participants claimed to feel prepared for teaching students with special educational needs, stating they have had experience with said types of students in the past and that they continuously research and train themselves on the subject by their own initiative, as well as claiming to be very empathetic people.

## DISCUSSION

The purpose of this study was to investigate what are teacher's attitudes and perceptions towards inclusive education. Specifically, to answer what is teachers' perceived knowledge towards inclusive education? If the pre-service teachers had any pedagogical preparation for attention to diversity in a private English institute in a city in Paraguay? The result of this study suggested that the 71.43% of the participants did not receive any training in inclusive education and only the 28.57% did it. Additionally, as indicated by research, the lack of appropriate training was a key factor in preventing positive teacher attitudes in regards to inclusion. It would likely follow that teacher would be more receptive and make more gains from training programs they perceived as having the most value to them. Coincidental with the literature reviewed the majority of teachers did not receive training in inclusive education.

Moreover, it is noteworthy to examine some correlations in the variables associated with teacher attitude. The variables, which comprise the *Attitudes Regarding Inclusive Education*, are identified as Peer Support, Administrative Support, Training, and Collaboration.

In terms of Administrative Support correlated with Peer Support it could be concluded that administrator support was necessary for successful inclusion programming and in order for change to occur, such as the implementation of the inclusive education model, administrators must first provide support and technical assistance.

Another outcome from the study indicated that people needed to feel respected and had their work valued. Administrators were key individuals who needed to create a collaborative culture in the institute and assist teachers to develop skills required for collaborative service delivery. They may be able to assist teachers to develop necessary skills through providing teachers the opportunity to obtain needed coursework, either throughout inclusive education training, workshops, or other forms. Through the creation of such an environment, it would likely follow that peer would be more likely to be more supportive of each other.

Another correlation was identified between Peer Support and Collaboration. It would follow that collaboration among teachers would likely occur in a culture where peers were more supportive of each other and teachers had knowledge from appropriate training.

Collaboration was considered another mechanism for learning. Collaboration described the relationship between two people as they worked towards a common goal. In an inclusive classroom, the aide teacher and head-teacher or every teacher in the institute would collaboratively teach the students. In such a manner, consultation was being provided to the head-teacher in a very hands-on manner.

Teachers believed they learnt the most through direct intervention, specifically, watching others perform the particular task. Thus, having a supportive administration, the support of peers, and direct consultation through collaboration, the likelihood of more positive attitudes towards inclusive education would seem likely to exist.

Examining teachers' responses were relatively consistent with what is stated in the literature review. In that inclusive education implied teaching SSNES in the classroom along with regular students as contrasted by "the education of students with disabilities in mainstream classrooms" from the studies *Primary Pre-Service Teachers' Attitudes Towards Inclusion Across the Training Years* by Goddard and Evans and *Index for Inclusion* by Booth & Ainscow. Moreover, the responses drew similarities from two more studies stating that "inclusive education embraces all learners, disabled or not, from every background into the regular classroom" as could be seen in the studies *Inclusive Education: Including children with disabilities in quality learning: what needs to be done?* by the UNICEF and *Inclusion in English Language Teacher Training and Education* by Smith.

Within the Student Variable Sub-domain, the majority of the participants, in this case pre-service teachers were in agreement on students with specific needs for educational support should be taught in regular classrooms. Only a few of the participants agreed that students should not be taught in regular classes.

Within the Peer Support Subdomain, the majority of the teachers were in agreement that they have the support of their peers when having SSNES in the classrooms. It is worth to mention that the support of peers was a key factor in the attainment of a positive attitude, as indicated by the literature.

Regarding the Administrative Support Subdomain, pre-service teachers evidenced ambivalence in this area. The majority mentioned they could approach their administrators if they had any concerns when teaching SSNES. However, most believed that their administrators did not provide sufficient support, materials, or time to attend conferences addressing issues surrounding teaching SSNES.

In terms of the Collaboration Subdomain, the majority of the participants were in agreement on collaboration between teachers has a positive outcome. They also agreed on that special education teachers and regular teachers should be responsible for teaching SSNES.

Regarding the Training Subdomain, teachers believed that their training prepared them well enough to teach SSNES. Most teachers did not believe that their educational background prepared them to teach SSNES. Also most believe they needed more training to teach SSNES. There was an evident slip between those teachers who believed that their educational background prepared them to teach SSNES and those who believed theirs did not.

## CONCLUSION

This study aimed at finding answers to three main questions regarding teachers' attitudes and perceptions towards inclusive education and teachers' perceived knowledge towards inclusive education as well as the degree of pedagogical preparation received by the pre-service teachers for attention to diversity in a private English institute in a city in Paraguay. The results of the open-ended questions in which 88.2% of participants provided satisfactory understanding of what inclusive education entailed and their perspectives were overwhelmingly positive with 95.2% demonstrating positive attitudes towards inclusive education. These results suggested that participants have an accurate understanding of what inclusive education entailed and that participants felt positive and were willing to accept SSNES in their classroom in spite of the poor training in inclusive education received.

It was revealed that 92.8% felt unprepared for teaching inclusive education in their classrooms. Suggesting a lack of instruction in inclusive education from the educational institution for the teachers. This would likely hinder inclusive education from taking place

properly as could be appreciated in the literature emphasizing the importance of providing inclusive training and continuing it throughout the teacher's career (Blackie, 2010, p. 21; Gimenez, 2019, p. 130; Makoelle, 2020, p. 6-8). Moreover, the literature suggested that teachers who received training in inclusive education would be more committed to implementing it and that having experienced successful inclusive classrooms also had a notable effect on teachers' positive attitudes towards inclusive education, both aspects being paramount to effectively applying inclusive practices (Hehir et al., 2016, p. 9-10; Goddard and Evans, 2018, p. 123; Blackie, 2010, p. 23; Varcoe and Boyle, 2013, p. 6-11; Jamsai, 2019, p. 76-77; Zoniou-Sideri and Vlachou, 2006, p. 383; Avramidis and Kalyva, 2007, p. 14-19; Subban and Sharma, 2005).

This topic of study could be further researched by performing longitudinal studies on the inclusive training received by teachers in Paraguay. Additionally, the study could be replicated at other educational institutions whose curriculum claimed to be inclusive. Moreover, the study could be attempted at public schools rather than exclusively private institutions in order to cover every teaching ground. Lastly, the study could be applied to different disciplines where inclusive education should take place.

According to the results analyzed from the responses and the open-ended questions it could be concluded that the majority of participants displayed positive attitudes and perceptions in regards to working with SSNES. They stressed the importance of training and experience if they were to effectively teach SSNES in the regular classroom and in general seemed agreeable to the idea of working with more than one teacher in the classroom. Additionally, they expressed lack of confidence due to having need of the necessary training and experience they believe would make working with SSNES effective. A small portion of participants displayed negative views towards inclusive education or rejected the idea of working with SSNES.

In this case study, the sample of participants analyzed was adequate but small. Moreover, the participants worked at a private institution teaching a foreign language. However, it was important to note that overall, the attitudes and perceptions towards inclusive education were positive and most participants acknowledged the importance of inclusive education and highlighted that training and experience with SSNES played an important role in effectively applying inclusive education.

As a result, additional research could be performed pertaining inclusive education in public schools or educational institutions of different languages to gather information to add to this body of work. Furthermore, the training received and experience acquired for inclusive education by teachers of any kind could be analyzed to get a clearer picture of the situation in Paraguay, which as stated before is a country that claimed to have an inclusive curriculum and provide education for all. Moreover, we recommended conducting research in the realm of multilingualism and inclusive education in Paraguay, since the country had two official languages: Guarani and Spanish, and several schools in the country also teach English. As a result, an impasse might take place as it does in the literature analyzed of African countries and similar cultures where there is more than one official language. The most affected areas might be communities in the countryside, especially poorer ones that might not even speak Spanish (Blackie, 2010, p. 11-13; UNESCO, 2009, p. 9; Stubbs, 2019, p. 61-82; Engelbrecht et al., 2019, p. 121; Makoelle, 2020, p. 1-8; Tamayo, Mauro, et al., 2017, p. 110-112).

We recommend that the EFL institution should provide teaching methods for the teachers that take into account SSNES, have subjects dealing with inclusive education every year to have a more substantial formation of teachers and to make it clear for pre-service

teachers from the get-go that they are an inclusive institution and that teaching SSNES is mandatory if the situation arises.

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